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ABSTRACT

This volume contains 92 abstracts of materials--papers, studies, reviews--and citations to 37 periodicals that focus on youth education and training. A list of the topics covered in the first two sections is given at the front of the booklet. The abstracts are arranged into three categories: social and educational developments (policy, analysis, research); programs (proposals, reports, evaluations); and program materials, bibliographies, and reports. In the first two sections, the abstracts are arranged in clusters according to prime subject matter. Each abstract is accompanied by some or all of the following information: author(s); number; institution, time, and place. Periodicals are listed in alphabetical order with this information: title, source, date, pagination, and (sometimes) an annotation. Subject and author indexes are provided. Sample topics include secondary education, postsecondary education, change and directions, curriculum, decision making, girls/women, participation, school leavers, employment attitudes, labor market, family, social security, unemployment, youth policies, income support, youth programs, and job creation. (YLB)

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Vol. 3 No. 2
May, 1984

Department of Sociology
Research School of Social Sciences
*The Australian National University*

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NATIONAL CLEARINGHOUSE
FOR YOUTH STUDIES

# *Youth Studies Abstracts*

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NATIONAL CLEARINGHOUSE FOR YOUTH STUDIES

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## ABOUT THE ABSTRACTS

Since we are no longer restricted by printing requirements to a specific number of pages and since material flows in at an increasing rate each week, we have expanded the number of Abstracts collected in this issue. So as to cover the greatest number, we have also varied the length of the Abstracts without, we hope, detracting from their information value.

The Abstracts are arranged in the following categories:

| | |
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| Section 84/AB | Social and Educational Developments: Policy, Analysis, Research |
| Section 84/C | Programs: Proposals, Reports, Evaluations |
| Section 84/D | Program Materials, Bibliographies and Reports |
| Section 84/E | Periodicals |

Within each category, the Abstracts are numbered sequentially continuing from the previous issue for 1984.

Research in progress is distinguished with # alongside the number.

In Sections AB, C the Abstracts are arranged in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics. A list of the topics covered is given at the front of the booklet.

Subject and author indexes for 1984 continue in this issue. More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

The material from which Abstracts are prepared is material which has come to us since completion of the Annotated Bibliography in August 1980. In some cases, it will be a development or report of a study already annotated in the Bibliography; in other cases it may be convenient to refer to similar studies already annotated. We do not wish to make continual citations of our own Bibliography, so we make one citation now and will in future refer to it as the Annotated Bibliography.

ANDERSON, D.S. and C. BLAKERS

Transition from School: an annotated bibliography of recent Australian studies. Canberra: ANU Press, 1980 [288p.]

## TOPIC CLUSTERS


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# SECTION 84/AB

## SOCIAL AND EDUCATIONAL DEVELOPMENTS

84/AB: 34 - 94

EDGAR, D.E., P. McDONALD, H. GLEZEK and G. CARMICHAEL 84/AB:34 #

Family Formation Study

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INSTITUTION Institute of Family Studies (766 Elizabeth St, Melbourne)

TIME 1992 - 84 with follow-ups each 2 years

PLACE National

Using survey/interview methods with a national probability sample of 2,556 persons between 18 and 34 years, this study aims to identify the factors which affect decisions to leave home, to marry, have children, divorce, etc., and ascertain attitudes/values about marriage and divorce. The 1984 follow-up of this longitudinal study will focus on changes in family structure and aspects of family functioning particularly in relation to work and income.

Papers and extended data reports were presented at the Australian Family Research Conference in November 1983 and will be published in seven volumes of Conference Proceedings.

* * * * * * *

OCHILTREE, G., P. AMATO and D. EDGAR 84/AB:35 #

Children in Families Study

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This study has set out to investigate the links between family structure, family process and the development of competence in young children and adolescents, and also todescribe the child's active use of family resources and perceptions of family life. The sample for study is 400 school children in two age groups (6-8 years; 14-15 years) split into those from intact and those from non-intact or re-formed family types. Screening tests in schools have been used to identify the sample and obtain measures of reading comprehension. Information is obtained from semi-structured interviews with the child and the main custodial parent. Multivariate and qualitative analysis is used in the data.

Preliminary findings indicate that neither self-esteem nor reading ability vary by family structure but relate strongly to the degree of conflict in the family, whether intact or not. All groups show the strong importance of parents to the child, fathers emerging in many ways as more significant than mothers.

A paper in this study has been included in the report of the 1983 Australian Family Research Conference and a paper on The Assessment of Self-Esteem is to be published by the Institute of Family Studies in 1984.

LAYTON, Ron 84/AB:36

Australia's Changing Family Pattern. PIVOT (Education Department of S.A.). Vol. 10, No. 6, 1983 [p.32-37]

---

Increasing interest is being focused on the family: concepts of family; changing patterns; role and influence in the education and development of children. Changing social, technological and occupational patterns and developments are putting increasing stresses on the family at the same time as more is being expected of it. Relationships within the family have also been changing with the decline in the 'extended' family, the intrusion of technology like TV and radio; the erosion of commonly accepted standards and attitudes. Despite this, the family remains the cornerstone of our society, carrying out five basic functions: procreation; socialisation; economic provision; protection of relationships from outside negative influences; the development and maintenance of values, purposes, continuity and a sense of belonging.

Within this context, education has clear roles: to develop an understanding of children's backgrounds; to help students understand the world in which they live. The article goes on to discuss various types of family background and their possible effects on children: single parent families; serial parenting (where separated parents take turns with their children); both parents in employment; reconstituted/re-married families; adoptive families; migrant families; families in the process of breaking up; families with changing social networks; families suffering unemployment.

* * * * * * *

HARPER, Patricia 84/AB:37

Changing Laws for Changing Families. Discussion Paper No. 9. Melbourne, Victoria: Institute of Family Studies, December 1982 [24p.]

---

This paper examines changing family patterns and the legislative changes which have occurred or been proposed. Among the changes indicated by the statistics are: a trebling in the divorce rate since the 1960s; a fall in the average length of marriages; postponements of marriage and having children; a doubling in the numbers of one-parent families and a significant increase in de facto relationships; a falling birthrate.

The paper looks particularly at legislative changes in marriage/divorce; family relationships; step families; children in long-term foster families; families with children conceived as the result of artificial insemination.

The paper emphasises the need for the law to respond quickly, effectively and sensitively to changing families and their needs.

AUSTRALIA. DEPARTMENT OF SOCIAL SECURITY. DEVELOPMENT DIVISION. RESEARCH AND STATISTICS BRANCH 84/AB:38

Developments in Social Security. A Compendium of Legislative Changes since 1908. Canberra: Department of Social Security, June 1983 [160p.]

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This compendium provides a listing of legislative changes in social security from the passage of the first Commonwealth legislation in 1908 to the end of 1982 and is designed to be of use to researchers and others interested in social security. In general, the compendium covers only those pensions, benefits and allowances administered by the Department of Social Security or its predecessors.

The areas covered are: age and invalid pensions; widow's pension and supporting parent's benefit; unemployment, sickness and special benefits; maternity allowance; family allowance; handicapped child's allowance; double orphan's pension; family income supplement. Each section traces the developments and allocations from the initial provisions, providing a clear history of policy and action. Details of allocations are set out in tables at the back of the compendium, and there is finally a fairly detailed index.

* * * * * * *

FERBER, Helen (ed.) 84/AB:39

1982 Diary of Social Legislation and Policy. Melbourne, Victoria: Institute of Applied Economic and Social Research, Institute of Family Studies, Social Welfare Research Centre (University of NSW), August 1983 [34p.]

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This Diary, the third in a series, summarises the legislative and administrative changes in social policy during 1982 by the Commonwealth Government and to a lesser extent State governments. It covers Social Security and Welfare (e.g. Youth Services Scheme, Services for Handicapped People, Pensions, Unemployment Benefits); Employment, Unemployment and Training (SYETP), Wage Pause Program, Trade Training); Family Law; State Adoption: Legislation and Policy Events; Immigration; Housing; Health. The Diary concludes with a detailed index.

Previous Diaries were compiled in 1980 and 1981.

AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/AB:40

Participation and Equity in Australian Schools: The Goal of Full Secondary Education. Canberra: Commonwealth Schools Commission, December 1983 [32p.]

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On 28 July 1983, the Minister for Education and Youth Affairs, Senator the Hon. Susan Ryan, issued the Government's Policy and Program Guidelines for 1984 to the Commonwealth Schools Commission. These Guidelines contained a statement of the broad objectives and dimensions of a new Commonwealth program for schools: the Participation and Equity Program. The Guidelines stated:

> The program will make funds available to the States and non-government schools to stimulate broadly based changes in secondary education including:
>
> . catering at all stages more adequately for the needs of the full range of students
> . making changes to secondary schools organisation to accommodate more adequately the social, economic and cultural diversity of students, and to promote self-confidence, independence and a sense of autonomy in all students
> . reforming and diversifying the curriculum
> . reviewing credentialling and assessment arrangements, including provision for accreditation of work experience
> . changing and developing teacher attitudes and skills
> . improving the relationship between schools and the community, and community attitudes to education (para.1)

The Schools Commission has, over the years, argued consistently in its Reports and in Schooling for 15 and 16 Year Olds that schooling should provide for all children a satisfying and enjoyable education experience, valuable in its own right but also providing a broad and sound basis for participation in adult life. To do this, schooling must be responsive in its approaches and structures to changing education, social and economic circumstances. In its Recommendations for 1984, the Commission emphasised that the reform and development of secondary education in Australia is a complex, long-term and expensive task. The Participation and Equity Program (PEP) sets out to further this development by building constructively on initiatives already being undertaken in the States.

The Guidelines set out two principal objectives of the Participation and Equity Program:

. to reduce significantly the numbers of students leaving school before the end of the secondary school course
. to foster equal educational outcomes.

Towards achieving these objectives, the PEP will provide funds:

. to systems to stimulate broadly-based changes which will increase the value of schooling for all students

. to particular schools to increase participation by groups now under-represented in the final years of secondary schooling and thus in the full range of post-school educational and employment options.

This paper sets out what the Commission sees as necessary steps for 1984 and beyond to lay the foundation for a policy of full participation and greater equity. The PEP is concerned with secondary schooling; but it recognises that the foundations of successful participation in secondary education and beyond are laid in the primary school. As a corollary also, increased secondary participation requires expansion in access to tertiary and other post-secondary and further education. Thus PEP cannot be considered in isolation from the rest of schooling and education generally.

Chapter 1 of the paper reviews some of the initiatives and activities already under way in Australian schooling. At the State level these include efforts to diversify the secondary school curriculum; to devise assessment and accreditation procedures which allow students a wider range of options; to change the structures and organisation of schools; to develop more co-operative and collaborative relationships between schools and TAFE. Progress has been made in many of these areas, but in each major difficulties have also been encountered and persist.

Chapter 2 distinguishes between participation (the involvement of people in formal education) and retention (the number and proportion of students remaining at school to the last and second last year of secondary schooling). It points out some of the limitations of using retention rates which, by their nature, take no account of factors such as transfers between schools or repeated years. Chapter 3 discusses the concepts and implications of 'participation' and 'equity' pointing out that a rise in participation means a stronger commitment in schools to learning by the whole age group. This, in turn, requires that schools respond to the different ways in which young people learn. The Chapter goes on to list the characteristics of schools which are already charting the directions of change and serving broad and diverse student populations. The implications of developing these characteristics in schools are discussed in some detail in terms of curriculum; assessment and accreditation; decision-making; school organisation and processes; students with special needs. This discussion is extended in Chapter 4 and some of the barriers to achievement of PEP objectives are considered along with the measures necessary to overcome them, especially for disadvantaged groups.

Chapter 5 identifies major areas for action under the Program, dealing with each separately but emphasising that they are interdependent. Chapter 6 deals with the operation and emphasis of the Program in the first triennium 1984-86, and Chapter 7 details the administrative arrangements.

. See also extended outline in Clearinghouse Newsletter, November 1983, p.33-39.

AUSTRALIA. COMMONWEALTH TERTIARY EDUCATION COMMISSION (CTEC) 84/AB:41

Recommendations for 1984 - Supplementary Report on Participation and Equity Program. Canberra: CTEC, October 1983 [23p.]

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This paper has been prepared by the Technical and Further Education Council of the Commission in response to Part (b) of the Ministerial Guidelines of July 1983 which was directed to TAFE involvement in the Participation and Equity Program (PEP). In its Advice for 1984 on the Participation and Equity Program in TAFE, the Council supported the decision to extend age eligibility for participation in the Program to persons in the 20-24 age group but noted that the additional $2.2 million would not allow for any worthwhile extension of access for 20-24 year olds without a reduction in the opportunities currently available for the 15-19 year old group. Without detracting from the needs of the schools sector the Council is concerned that as the major provider in existing programs, TAFE has received only a minor increase in funding.

Section 2 discusses the objectives of the Participation and Equity Program. These are:

- increasing participation in education
- introducing greater equity in the overall provision for young people.

For TAFE, the Program implies increased participation in TAFE 'by young people whose experiences of schooling are likely to alienate them from formal education'. The concern for equity supports the continuing emphasis of TAFE on disadvantaged groups, including long-term unemployed young people. Access to the full range of TAFE programs by disadvantaged groups, however, is likely to require substantial additional resources. Under the Transition Program, the demand for places on TAFE courses has far exceeded supply. For 1984, the Council believes that the Government's aims will be advanced by the continuation and refinement of current activities. Increasing attention should be given to the encouragement of students to progress from PEP courses to other areas of mainstream TAFE which might further assist their development as individuals and offer better employment prospects.

PEP has a number of implications for TAFE. The Program should stimulate a reassessment of TAFE regular courses against PEP objectives. Council would also wish to extend its consultations and address in later reports such issues as

- the relationship of PEP to 'mainstream' TAFE courses
- the need for curricula suited to PEP objectives
- the need for appropriate staff development
- the demands on facilities and equipment
- the needs of full-time students in relation to counselling, recreational facilities, library services, etc.
- the relationship between courses, work experience and employment.

Section 3 provides a background to the Program, outlining some of the circumstances which form the context for the Program: rising unemployment;

the expectation that TAFE should expand its offering of full-time education and training; the decline in training opportunities in industry; increasing participation of women in the workforce; growing recognition of the needs of disadvantaged groups. The section outlines TAFE initiatives under the Commonwealth School to Work Transition Program and the development of relationships with the Commonwealth Employment Service (CES). Courses offered by TAFE have been of the following broad types: pre-apprenticeship; pre-vocational (trade based); pre-employment (non-trade based) or basic work skills; literacy and vocational (including job-seeking) skills; largely under the Education Program for Unemployed Youth (EPUY). Such courses have generally lasted between 13 and 36 weeks and catered for a wide range of vocational interests, aptitudes and abilities. The section goes on to provide estimates of numbers of courses and students involved in transition and to outline the initiatives taken in different States, and points out that students undertaking PEP in TAFE will be a small proportion of the total number of 15-24 year olds assisted in Commonwealth training programs.

Section 4 discusses allowances for students and the role of the CES. Transition Allowances (equivalent to Unemployment Benefit plus $6 per week) have been integral to access to Transition Programs. About 80 per cent of students enrolled have received these allowances, the median duration of unemployment for these young people being eight months. The CES has had the responsibility of selecting participants from among the unemployed young people registered with them. For 1984, the Council would like to see the CES retain a substantial involvement in the identification and selection of students, noting that TAFE institutions, as the providers, must equally retain a prominent role especially on questions of student suitability for various courses.

The developing liaison between the schools and TAFE is discussed in Section 5, making the point that such co-operation, adapted to local needs and circumstances, can be extended as part of PEP. Link courses are an example of co-operation between schools and TAFE, many of them providing for young people with special disadvantages. These courses, where provided in TAFE for school students, should be funded by the schools on a 'user pays' basis. Such reimbursement could help to extend TAFE provisions for 20-24 year olds.

The remaining sections of the paper (6-9) deal with co-ordination and administrative arrangements and the allocation of funding, and make suggestions about the appropriate balance of teaching and developmental activities in State programs.

. See also Clearinghouse Newsletter, November 1983, p.40-44.

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ISLES, Tim 84/AB:42

Programs: Participation and Equity. Education News, Vol. 18, No. 9, April 1984 [p.42-43]

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This article gives a synopsis of both the Schools Commission and the TAFE Council reports.

BURKE, Gerald 84/AB:43

The Commonwealth Grants Commission and School Retention Rates. Clayton, Victoria: Faculty of Education and Centre of Policy Studies, Monash University, November 1983 [39p.: mimeo]

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The Grants Commission allocates funds for schooling on the view that higher retention rates resulting from the policy of a particular State should not be seen as justifying additional Commonwealth funds, while higher retention rates due to non-policy factors do justify extra funds. The Commission, however, has been unable to estimate the quantitative significance of non-policy factors. This study is an attempt to estimate the effects of a number of 'non-policy' factors on the retention of children at school after age 14. The main factors investigated are family income, urbanisation, birthplace (Australia or overseas), unemployment, income foregone, religion. These factors can be contrasted with 'policy' factors such as school certification or age in grade.

The data used in the paper are based mainly on 1976 Census data and the analysis so far is for NSW and Victoria, using both cross-tabulation and multiple regression. The paper details results of both types of analysis in Sections II, III and IV. Section V discusses the effects of inter-State variations in some of the variables considered in the regression analysis, and some of the dilemmas inherent in the Grants Commission's views are raised in Section VI.

The results confirm the importance of family income on retention rates. A $1,000 change in family income is associated with a change of 4 percentage points in the participation rate of 15 to 17 year olds and about 2.5 points for 15 to 18 year olds; but less in Victoria than in NSW. The discussion indicates some qualifications which need to be made to the analysis; among them the fact that the data are for June 1976 and since then many other factors may have affected school retention rates such as teenage unemployment, availability of apprenticeships and of various forms of youth benefits/allowances. The question is also raised whether the Grants Commission's policies can be seen as in conflict with the policies on retention being pursued by the Commonwealth since 1979.

* * * * * *

GEORGE, Jennie* 84/AB:44

PEP and the Real World. Education. Journal of the NSW Teachers Association. Vol. 65, No. 5, March 26, 1984 [p.4-5]

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This article is critical of the Schools Commission PEP document and its proposals in that these fail to take account of the real factors influencing decisions about educational participation which have little or sometimes nothing to do with the curriculum offerings of any one school. It identifies and discusses some of these factors, beginning with the

* Careers Adviser, Queanbeyan High School, N.S.W.

effects of the funding of a dual system of education. It points out the direct relationships between socio-economic background, type of school and school retention rates and argues that part of the explanation for the relative decline in the government system must be sought in the funding which has allowed expansion of private schools, particularly in the Catholic sector, for those who can afford to 'choose'.

The inequalities in education participation persist into higher education, and the question to be asked is whether the PEP can or will effectively come to terms with the institutionalisation of educational inequality. If so, this means tackling wider issues than merely curriculum; recognising that education participation is closely related to perceptions of occupational advantage, to social background, to economic considerations. Income support for young people in education thus becomes a central issue.

Within the school, the issue of curriculum change involves questions of kind and directions of change. There is inherent in the PEP program the danger of dividing government schools into PEP and non-PEP schools and individual schools into PEP and non-PEP streams - a further entrenching of educational inequality. The article ends with eight questions to Governments on policies directly affecting participation and equity: funding of private schools; staffing schools according to need; job creation; inadequate provision for TAFE; access to tertiary education; realistic financial support for tertiary students; apprenticeships/cadetships to provide a measure of financial independence for students.

* * * * * *

U.K. DEPARTMENT OF EDUCATION AND SCIENCE. STATISTICS BRANCH 84/AB:45

Participation in Education by the 16 to 19 Age Group and its Association with the Socio-Economic Characteristics of an Area. Statistical Bulletin, September 1983 [19p.]

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This Bulletin updates and extends a similar one in 1979, analysing in depth local variations for England in non-advanced education participation by the 16-19 age group between 1978-79 and 1980-81. It includes detailed tables as well as analysis of the factors which explain variations in participation rates among Local Education Authorities (LEAs). Two factors were found to have greatest relevance in explaining variations in participation rates. These were the socio-economic indicator (the percentage of household heads in non-manual social classes), and the ethnic minority factor (the proportion of non-white and non-U.K. born young people in the area.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/AB:46

Funding Policies for Australian Schools. Canberra: Commonwealth Schools Commission, April 1984 [14lp.]

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In this report, the Schools Commission presents for government consideration policy options for the funding of government and non-government schools for 1985 and beyond. It proposes changes in general resources funding designed to meet the policy objectives set out in the July 1983 Guidelines of the Minister for Education and Youth Affairs, which indicated the Government's concern to redress inequality, to ensure high quality education for all children; to improve public confidence in government schools; to emphasise the principle of 'need' as the basis of funding.

The options in this report have been developed in the light of discussion on and responses to previous papers on funding options and following an investigation and report on Commonwealth Standards for Australian Schools. From this last report, the Commission has derived 'a set of educational resource standards relating both to general provisions and to meeting some special needs which can serve as a basis for Commonwealth recurrent funding for both government and non-government schools for the period 1985-88'. This 'community standard' (detailed in Appendix C) is seen as providing a firm basis for the allocation of funding to meet needs and develop high quality in schooling.

Reviewing the background, the report notes the imbalance which has developed in recent years in the financial support by the Commonwealth to government and non-government schools. Thus in 1983, government schools catering for 76 per cent of pupils received only 41 per cent of Commonwealth recurrent allocations for schools; non-government schools, with only 24 per cent of enrolments received 59 per cent. Largely, this imbalance has been due to different methods of funding: for government schools, an allocation has been determined in the context of the annual Budget and distributed to the States according to enrolment trends. There have been no such budget restrictions on the allocations to non-government schools, these being determined according to actual enrolments, on a per capita basis linked to government school costs. In addition, priority in recent years has been given to increasing in real terms the resources of the range of non-government schools. The stimulating effects of these funding policies have been a factor in the increasing enrolments in non-government schools; in restricting programs and general recurrent grants for government schools and in contributing to public controversy.

There is, furthermore, evidence of a declining rate of investment by governments in schooling in recent years. Between 1977/78 and 1980/81, public outlays on schooling as a percentage of Gross Domestic Product dropped from 3.8 per cent to 3.5 per cent, reducing funds for schooling by $450m. or more. Against this background the Commission urges the need for sustained national effort over the next decade at least and welcomes the emphasis on increased education and training embodied in the Participation and Equity Program (84/AB:

The funding options contained in the report are based on a listed eleven principles, among which are: funding in accordance with need; the maintenance and enhancement of 'a strong and socially representative

government school system operating at high resource standards'; the avoidance of funding which widens resource disparities between schools; the promotion of national objectives in education; the protection of special purpose programs; the provision of public information on resource allocation.

Part II of the report discusses policies for government schools, recommending a weighting of 5 per cent over the Community Standard in recognition of the obligation of government schools to provide for the full range of students in many different circumstances and locations. Three options are presented and discussed, along with appropriate agreements between Commonwealth and States and arrangements for increased accountability.

Part III, Policies for Non-Government Schools, reviews the development of government funding for these schools based on policies of 'freedom of choice', and notes that the new emphasis on 'need' requires re-examination of the definition and measurement of 'need'. Re-stating its obligation to provide for the needs of all children, the Commission discusses two options for assessing needs: the (preferred) Community Standard; the (previous) Standard linked to government school costs. Three options are outlined for ranking schools according to relative resource standards, none of them (for reasons of difficulty) taking account of the physical resources of the school. These are expenditure/income; income alone; SRRI/Income Test (taking into account private income).

On the grounds of greater equity, the report argues for twelve categories of schools rather than the present three and recommends an income/expenditure formula for ranking according to need. Despite the emphasis on 'need', the Commission recommends that all non-government schools should continue to receive funding on the grounds that all children are entitled to some Commonwealth support for the schools their parents choose. The section also covers issues such as maintenance of private effort and accountability and indicates a future special review of the problems associated with support for new non-government schools which currently has involved an open-ended financial commitment for government.

Parts IV and V discuss schools and facilities for isolated children and Aboriginal communities. Four appendices (A-D) provide background information and detailed costing. Appendix E contains the two minority reports of the two Commissioners who felt unable to sign the majority report on the grounds of further disadvantage to government schools. They argue that the artificially derived Community Standard is a guarantee of automatically increasing funding to non-government schools involving a financial commitment by government which could only be met at the expense of government schools; that it assumes an obligation of government to fund non-government schools irrespective of need and their own resources; that the recommendations take no account of the effects on government schools of increased support for non-government schools; that the Commission's emphasis on 'freedom of choice' ignores its 'primary obligation' to government schools.

QUEENSLAND. DARLING DOWNS INSTITUTE OF ADVANCED EDUCATION. TOOWOOMBA 84/AB:47

Learning and Earning Conference. 30 June-3 July 1983. Report of the Twentieth Conference of the Higher Education Research Unit. Toowoomba, Queensland: Darling Downs Institute of Advanced Education, 1984 [63p.]

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This conference was designed to examine the implications for government policy of major issues raised by the Commonwealth Tertiary Education Commission in its report, Learning and Earning (83/AB:27). It focused particularly on secondary, higher and TAFE education. apprenticeship and training, financial support schemes for young people and a youth policy (see 83/AB:69,70; 84/AB:13). This report lists the papers presented at the conference, includes an overview of major issues by Professor Karmel and reports on discussion groups.

Karmel, in his overview, classifies the issues raised in the conference into five broad areas: societal; those relating to the bottom 20 per cent; youth policy; post-compulsory education and training. Discussing societal issues, he accepts that many of the problems arise from economic developments beyond the control of educators, but points out that effects such as high unemployment are likely to be long-standing problems for the society. Areas of growth in employment are likely to be in the service industries rather than in primary and manufacturing industry and these will need considerable government support directly or indirectly. Further issues arise in the search for equality, and Wilenski's emphasis on a redistributive tax policy rather than through means tests on young people has its own problems in the face of our historical lack of success in running an efficient progressive tax system. Another step towards equality (suggested by Anderson) might be to remove the scarcity value of qualifications by expanding opportunities for post-compulsory and tertiary education. The fundamental societal issue, however, lies in those people who cannot find gainful employment because of low productivity or other handicaps. Action must be taken to avoid the disaster of 20-25 per cent of the workforce in this situation. And this will require more spending by government.

Even apart from the issue of the 'bottom 20 per cent', problems of youth unemployment training and education would still exist. Indeed, many of the programs and measures suggested during the conference (such as pre-apprenticeships and pre-employment) are neither designed for nor used by those at the bottom of the heap. These young people may need to rely on more widespread egalitarian social policy and from additional resources in pre-school and primary education. Early education may well be the most effective point of attack. In any case, the bottom 20 per cent need specially targeted measures for themselves.

Debate in the conference about a youth policy indicates a wide range of concepts: from the comprehensive envisaged by Shears (83/AB:67), to the narrow youth guarantee (Wilenski 83/AB:69). While the narrow concept may have a better chance of attainment, it does leave out of account some important aspects of youth problems. Given demographic trends towards an ageing population, the question of what priority should be given to youth policies is difficult to answer, and there are also priorities to be decided within a youth policy.

Suggestions for re-structuring of post-compulsory education need to be seriously considered, but caution is also needed to ensure that the restructuring is not simply another way of streaming and perpetuating class divisions; nor, on the other hand, should it prejudice the interests of mainstream students. Early escalation, both up and down, among different courses and educational institutions should be possible as a way of enlarging opportunities. TAFE which is presently in a stage of transition and search for identity should beware of trying to be all things to all people and spreading its coverage too widely.

The area of training is perhaps the most urgent. Apprenticeship is clearly in decline and different approaches to training must be found. Part-time study/employment could be a major element in the activities of young people, provided they were recognised as 'trainees' industrially. It should also be possible to devise arrangements which would require employers to undertake a specified proportion of training for the work-force. Such approaches combined with increases in secondary retention and tertiary participation could help to reduce the present problems of youth.

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W.A. EDUCATION DEPARTMENT. SCHOOLS TRANSITION EDUCATION 84/AB:48

Transition in Transition: Problems, Solutions and the Future. Transition Education Conference, York, W.A., May 1983. Perth, W.A.: Schools Transition Education, Education Department, 1983 [45p.]

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This was a national/State conference involving persons from all over Australia, concerned with the Commonwealth School-to-Work Transition Program. Its aim was to review transition education in the various States; to discuss any obvious problem areas; to consider modifications to the Program and suggest changes; to make recommendations for future policy.

This report of the Conference contains the keynote address by Professor Phillip Hughes (University of Tasmania) on the Future of Secondary Education; five papers dealing with Transition at School and System Level, Alternative Courses, Work Experience and the Dynamics of Innovation; an overview of the eight workshop discussions and a list of Conference conclusions.

The Conference was generally agreed on a concept of 'transition' as dealing with all aspects of the changes students make when they leave school, not simply with school-to-work. The Program is therefore concerned with curriculum change which will make schools more responsive to social change and provide the flexibility necessary for different schools and systems to cater for the needs of their own students. This requires major change in the attitudes and approaches of secondary education. The Transition program has been able to give some impetus to this kind of change, and the Conference suggests some practical areas for future development.

ASHENDEN, Dean, Jean BLACKBURN, Bill HANNAN and Doug WHITE 84/AB:49

Manifesto for a Democratic Curriculum. In The Australian Teacher, No. 7, February 1984 [p.14-20]

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Australian schooling still mirrors the tensions between an ideal of schooling for all and a practice which reflects and consolicates social divisions. These tensions are now exacerbated by divisive demands on schooling such as increasing competition and credential seeking which arise from social and economic purposes and which tend to undermine the basic educational purposes of the school. The debate about whether schools can achieve common purposes in the face of diversity and inequality has now focused on two propositions about curriculum: that it should become more diverse, thus reflecting the very different needs and interests of learners; or that it can and must be essentially a common experience in which diversity is acknowledged and addressed, but not allowed to lubricate a new slide into inequality. This Manifesto enters the debate with the object of considering the issues broadly, and sceptically, taking into account that change and reform build on what has already been achieved by the efforts and insights of many different people.

A democratic education should be equal, common and public. This means that everyone should have access to education of good standard which is worthwhile for and offers opportunity of success to the individual, but which also provides a common grounding in and understanding of the common culture of the society. Such education must be open to constructive debate both among the general public and among professionals. This raises the question of control of curriculum - a debate often conducted in an either/or fashion between central or school-based control. In fact, neither is adequate by itself and each has its own role. All of these concepts and their implications are discussed in the article.

Using a broad concept of 'curriculum', the article then discusses four major areas of learning: language and humanities; science and mathematics; cultural activities; institutional practices. These should not be seen as implying traditional divisions of subject and expertise. They need to be approached on the basis of a number of curriculum principles. These are that a curriculum should be common (giving opportunity for all students); premised on co-operation rather than competition; worthwhile; coherent; systematic; reflective (knowledge open to question and exploration); moral (critical and related to values); inclusive (reflecting experience in its commonality and diversity); practical and do-able.

On the basis of these principles, the article goes on to discuss in some detail the four broad curriculum areas mentioned above, covering particularly those areas which need re-evaluation and amplification such as basic skills (reading and writing), mathematics, cultural activities, assessment. It goes on to discuss the implications for structures and processes in schooling and concludes with a re-statement of the current debates about choice and diversity; elitism and pluralism. The problem for schools is not to become more diverse or produce greater diversity, but to be better able to respond to diversity and reconcile it with commonness.

WILSON, Bruce and Johanna WYN 84/AB:50

Class, Gender and Livelihood. Paper presented to the Annual Conference of the Sociological Association of Australia and New Zealand. Melbourne, Victoria: Melbourne College of Advanced Education, August 1983 [31p.: mimeo]

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Australian society is characterised by a number of social divisions in particular, class, gender and ethnicity - which are the basis of disproportionate allocations of material and social benefits in the society. Despite a considerable investment by governments in programs aimed at reducing inequalities and producing more equal outcomes, there have been few apparent changes in the relationship between social division and educational achievement. This paper sets out to consider the assumptions behind the approaches to provision of programs and the approaches themselves, which have focused on addressing specific social divisions separately without recognition of the complex interactions in people's daily experience. The writers argue that an analysis of the interaction of class, gender and ethnicity in people's everyday lives should be central to explanations of inequality and hence to programs aimed at effecting change.

The paper begins with a review of the context and framework for redressing inequality established by the Karmel Report in 1973, arguing that this Report adopted a narrow and economistic approach as the basis for consensus and, through its funding structures and allocation to private schools, ensured that the objective of educational equality could not be achieved. The paper discusses the lack of clarity in the objectives of equality espoused by the Schools Commission and the concepts of equality implicit or explicit in its reports and activities.

Nevertheless, through some of its programs, the Schools Commission has had a considerable impact on schools over the last decade, especially those in working class areas. The paper briefly outlines Schools Commission Programs for Disadvantaged Schools, Equal Opportunity and Multiculturism and the Government's later Transition Program. All of these have contributed to significant innovations in schooling and to greater understanding of and debate on inequality.

The paper goes on to discuss alternative approaches which link the issues of class and gender at a broad level with specific situations in schools or in factories and which recognise the interdependence of these characteristics. The writers' own research during 1982 has suggested several themes to be explored in further extending this approach to the study of inequality in terms of class, gender and ethnicity. Among these are: the complexity in the views of young people, the ambiguities and contradictions in their understanding; the similarities in the class and cultural perspectives resulting from common experiences; the relationships between class, gender and ethnicity. The discussion is illustrated by case study descriptions of interviews with two young people.

For young people livelihood is of central importance, but their interpretations are shaped by their experiences and reflect both class background and negotiations of gender differences. Ethnicity is closely involved with the ambiguities of achieving legitimacy in the society. The paper discusses these relationships and concludes with suggestions for action in schools in which the interests and concerns of young people, particularly those in working class schools would be central.

SAMPSON, Shirley 84/C:51

Initiatives to Change Girls' Perceptions of Career Opportunities. An evaluation. Canberra: AGPS, 1983 [72p.]

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This project, funded by the Commonwealth Department of Education and Youth Affairs (under the School to Work Transition Program National Evaluation Fund) was carried out between November 1981 and December 1982. The report begins with a comparison of State policies in this issue, outlining the variety of projects funded and undertaken and differing approaches and philosophies in the States.

Chapter 3 describes programs in the States and the ACT. In each area, at least one person has been appointed to act as adviser to the Minister for Education in the State, though in many cases these appointments were temporary or acting positions - a situation which does little to ensure an ongoing effort. Recommendations for the establishment of adequate administrative processes and staffing are made.

In Chapter 4, more detailed information is given about particular types of interventions aimed at expanding girls' career options. These more detailed descriptions are arranged in the categories of Girls, Trades and Technical Training (for example, the Hunter Valley Project in NSW); Gippsland Career Options for Girls Project in Victoria); Mathematics and Science Projects in South Australia, Victoria and NSW; Careers Counsellors; Resources Centres; Secretarial Studies. Each of the categories is discussed and some recommendations made.

Chapter 5 considers four general issues arising out of the observations and consultations; the Guidelines and Administration(interpretations, co-ordination, administrative arrangements); the question of Single Sex or Both?; the need for support for those who are trying to break new ground; concepts of Career Education. Again, recommendations are made in each area.

Chapter 6 sums up the conclusions of the evaluation. It notes a range of activities but little certainty of successful outcomes in the long or short term in some States. The evaluation finds that every State has policies indicating the intention to provide schooling which is not biased to the disadvantage of girls and women, but these policies are not being effectively implemented in the schools. Many programs have depended on the support provided by equal opportunity units and their resources, but these units are themselves inadequately resourced in many States. The report also finds that the implementation of policy is not effective in providing career information and counselling in schools. Other areas of concern are Secretarial Studies where more highly developed office skills should be aimed at, and Mathematics and Science where senior staff in departments and schools must become involved. Practices in schools are an important factor in the success or failure of projects. The Transition from School to Work Program must be focused more directly on long-range programs addressed to the solution of particular problems which girls have in making the transition from education to employment.

Chapter 7 makes specific recommendations on Transition Education, In-Service Education, Equal Opportunity or Women's Advisory Units, Resources Centres, Segregated Programs, Staffing and Funding.

GARDNER, Kathie, Christine ROUGHEAD, Colleen VALE and Ann BORTHWICK 84/AB:52

Sexually Inclusive Curriculum. Discussion Papers from Exhibition High School. TEAC funded project No. 5. Melbourne, Victoria: Transition Education Advisory Committee (TEAC), 1984 [34p.]

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This task force, comprising three teachers at Exhibition High School and Ann Borthwick from the State TEAC, was funded to examine whether the curriculum of the school disadvantaged or excluded girls. In the process of defining a 'sexually exclusive curriculum' and developing criteria for reform, the group examined two units of work currently being taught. Part 1 of this paper consists of four papers, each by a member of the task force, outlining individual perspectives on the nature of a sexually inclusive curriculum. Part 2 outlines the two units used as a basis of the study: one in geometry and one in social studies.

The task force concluded that the curriculum as it stands does exclude girls, by excluding women's experience from the content and by disadvantaging them in processes of learning. There is a need to address three important components of the curriculum: the content (to include the experience/contribution of women); the language (to ensure that it is not discriminatory); the method (to encourage the active participation of girls in classroom learning). Further questions which need to be explored include whether girls have special skills or qualities which should be encouraged and whether there is a curriculum structure which better suits and capitalises on the skills of girls.

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U.K. EQUAL OPPORTUNITIES COMMISSION* 84/AB:53

Gender and the Secondary School Curriculum. EOC Research Bulletin. No. 6, Spring 1982.

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A great deal of interest is currently focused on the issue of gender differences in schooling and the ways in which these differences are established/perpetuated or eliminated/reduced. Gender differences become most apparent at age 13 or 14 when pupils have to choose subjects for study. The choices are later reflected in occupations and in labour market divisions. A number of factors may influence the differences: access to particular subjects restricted on the basis of gender; sex stereotyping in choices influenced by role models; examination differences.

The eight papers in this Bulletin cover a range of research and practical activity addressing the issue of gender differences and the secondary school curriculum. They include papers on Girls into Science and Technology; Sex Differences in Classroom Interaction; the Hidden Curriculum.

* Publicity Section, Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN, England.

ACT SCHOOLS AUTHORITY. REVIEW COMMITTEE (Chairman: Dr J.R. Steinle) 84/AB:54

The Challenge of Change. A review of high schools in the ACT. Vol. 1: Report; Vol. 2: Critical Papers. Canberra: ACT Schools Authority, 1983 [Vol. 1. 268p.; Vol. 2. 97p.]

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This is the third in a series of reviews of the ACT school system commissioned by the ACT Schools Authority, the previous two being concerned with Secondary Colleges (Anderson Report 1980) and with primary schools (Cullen Report 1981). This report first outlines the development through the 1960s and early 1970s of an ACT school system separate and different from what had previously been provided by NSW. The ACT system was established as a participative and collaborative system involving parents, teachers and administrators at all levels of decision-making and providing a substantial measure of autonomy to schools and school boards within guidelines agreed by the central Schools Authority.

Chapter 3 examines the concepts of participation compared with actual practice which has not, in high schools, used the available structures to develop the participative relationships which help to keep schools in touch with the community. Schools in the ACT, as in many other systems, have not fully absorbed the fact of rapid social and technological change and its implications for the concepts and environment of learning. Too often the aims and practices of schools reflect the academic goals and emphasis which are no longer appropriate for all secondary students.

Chapters 6-10 examine in some detail various aspects of ACT high school practices, including assessment/reporting; the roles and views of students and of teachers; the process of decision-making in curriculum. Taking these aspects into account as well as the nature of the system, Chapter 11 considers the implications for structures and curricula. Chapter 12 examines ACT resource provision and use and makes comparisons with other Australian systems. Specific recommendations are made at the end of each chapter in the report, and a final Chapter 13 sums up the overall conclusions of the Review Committee.

Vol. 2, Critical Papers, comprises three papers used as background resource material by the Review Committee. These are:

- BLAKERS, C. (Sociology, Research School of Social Sciences, ANU) If Wishes were Horses ... The Parent Role in a Participative System of Schooling
- COLLINS, C.W. (School of Education, Canberra College of Advanced Education). What is the Ideal Years 7-10 Curriculum in the ACT?
- Reports of the Interstate Subject Consultants - covering art, English, history, home economics, industrial arts, languages, mathematics and computing, music, physical education, science and agriculture, social science.

HARMAN, Grant 84/AB:55

The White Paper and Planned Change for Education in Victorian Government Schools. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, November 1983 [35p.]

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This paper deals with the process by which the education policies and reforms of the Liberal Government in Victoria and its Ministers for Education were developed and expressed in the 1980 White Paper on Strategies and Structures for Education in Victorian Government Schools, the writer being himself closely involved in the drafting of the document. The paper is in five related sections. The first sets out the context for change, outlining the impetus for change arising from the innovations of the 1970s, the pressures for greater decentralisation and the frustrations with the existing centralised structures and processes.

The second section identifies barriers to change in the complexity of issues and in pressures which are often competing and conflicting. Other factors include the inertia of administrative systems and the political implications of any change which involves the redistribution of power and resources; public and professional attitudes resistant to change; differing concepts of desirable directions of change; a lack of concern with structures and processes.

The third (and main) section of the paper amounts to a case study of the development of policy and drafting of the White Paper, indicating the active roles played by Ministers in formulating policies and expressing them in comments on successive drafts.

Discussing the content of the White Paper, the writer identifies six major thrusts: devolution and decentralisation of power and responsibility where appropriate; increased participation by parents, community, teachers and principals in educational governance at all levels; improved consultation; economy and efficiency in management; effective co-ordination of functions and policies; appropriate mechanisms for internal and external reviews of schools. These policy reforms involved a major structural reorganisation of the department and its management positions.

Finally, this paper discusses some of the issues raised by the change process; in particular, the tensions and conflicting trends inherent in concepts of and attempts at decentralisation; the starting points for major reform (top down or bottom up); whether or not structural reorganisation is necessary for substantial change in management policies; how to ensure that structural/management reform results in better schooling.

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VICTORIA. MINISTER OF EDUCATION 84/AB:56

. Decision-Making in Victorian Education. Ministerial Paper No. 1. Melbourne, Victoria: Department of Education, March 1983 [7p.]

. The School Improvement Plan. Ministerial Paper No. 2. (as above), 1982 [16p.]

. The State Board of Education. Ministerial Paper No. 3. (as above), March 1983 [7p.]

. School Councils. Ministerial Paper No. 4. (as above), April 1983 [11p.]

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This series of papers is intended to set out for public information and discussion the Victorian Government's philosophical position on decision-making in the State education system. This philosophy is based on two principles: participative and collaborative decision-making involving the school community on the basis of shared responsibility; the redress by schools and the system of disadvantage or discrimination so that all students are given an opportunity to achieve success.

Paper No. 1 discusses in broad terms the objectives of schooling and the balance of responsibility between central administration and school, stressing that as many decisions as possible should be made at the school level. Decision-making at all levels is seen as a collective responsibility involving parents, teachers, students, principals and administrators.

Paper No. 2 (actually the first completed) introduces a major initiative to assist schools to improve the learning experiences of children. The Plan represents an encouragement to schools to put the principles of collaborative decision-making into practice with the specific aim of improving the curriculum and outcomes of those schools willing to take part in a specific program. The paper covers the aims, processes, funding, management and relationships of the School Improvement Plan.

In Paper No. 3, the structures, functions, relationships and priorities of the State Board of Education are covered. This Board, independent of the Department of Education, and chaired by Dr Ken McKinnon, comprises fourteen members chosen for the variety of backgrounds and perspectives they bring to discussion and decision-making. It thus provides for collaborative decision-making at the highest level, having been given a wide range of functions and responsibilities. These, together with the present membership, are specified in the Paper.

The complementary Paper No. 4 discusses School Councils, emphasising again the shift in focus to the school level and the participation of parents as well as teachers in a collaborative process of decision-making. The paper deals with the responsibilities of School Councils; the roles of Councils and Principals; the collaborative process; accountability in terms of finance and in terms of responsibility to the community; membership and implementation.

VICTORIA. STATE BOARD OF EDUCATION 84/AB:57

The Role of School Councils in the Selection of Principals. Report to the Minister of Education. Melbourne, Victoria: State Board of Education, October 1983 [40p.]

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This paper has been prepared as advice to the Minister on the 'role school councils might play in the selection of school principals', given the government's policies on devolution of decision-making to the school level and on the role of school councils in the formulation of overall school policy, including policies on curriculum and school administration (see previous Abstracts).

The paper outlines current centralised practices for appointment of principals, indicating that these practices may be inappropriate where schools are being encouraged to develop distinct and different characteristics. The principal of the school is a critical element in either furthering or frustrating the policies of the school council. The Board's proposals envisage a school council role in nominating suitable and willing applicants for appointment to positions of principal, deputy-principal or vice-principal, though actual formal appointments would be made by the Appointments Board.

The paper goes on to discuss methods of implementation in a variety of circumstances, makes sixteen specific recommendations and lists a number of areas for further investigation.

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N.S.W. PARLIAMENT OF NEW SOUTH WALES (Chairman: B. McGowan) 84/AB:58

Report from the Select Committee of the Legislative Assembly upon the School Certificate. Part 1: Report and Minutes of Proceedings. Sydney, NSW: NSW Government Printer, May 1981 [151p. + appendices]

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This is the report of a Committee set up in November 1979 to examine the requirements and procedures of the NSW School Certificate and to develop proposals for the award of such a certificate. It makes 39 specific recommendations based on a survey of social and educational developments since 1961 and an examination of current practices and future needs. Its recommendations are directed towards achieving the practicality of the Adaptive School outlined in concept by the Schools Commission report, Schooling for 15 and 16 Year Olds (A7).

Among the recommendations made are that a new credential, the Certificate of Secondary Education, should be issued by each school to all students beyond the legal leaving age and that it should contain a record of achievement by the student in all secondary years of schooling. All courses should be of semester units, arranged in course sequences and all carrying equal weekly time allocation, though the number of semester units

in particular courses would vary. Students would be assessed by the school at the end of each semester unit. There should be no attempt to categorise students into permanent groups, but adequate information and counselling should be available to students and their parents. The practice of zoning students to particular schools should be abolished. These and other recommendations are discussed in detail in the report.

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N.S.W. DEPARTMENT OF EDUCATION 84/AB:59

Future Directions of Secondary Education in NSW. A Discussion Paper. Sydney, NSW: Department of Education, April 1983 [9p.]

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This discussion paper was prepared, at the request of the Minister for Education, by Mr D. Swan (Director-General of Education in NSW) in consultation with Dr K. McKinnon (Vice-Chancellor of the University of Wollongong. The paper surveys briefly the changes which have occurred in society and in secondary schooling since the Wyndham Scheme was introduced in the Education Act of 1961. Among these changes have been increased secondary school enrolments and retention to senior years; fewer selective government schools; more non-government schools; a questioning by students and employers of the relevance and practicality of education; a widening of the curriculum; high levels of youth unemployment. Changes of such magnitude indicate the need for review of policies and practices; and the report of the Parliamentary Select Committee in 1981 (see 84/AB: ) inquiring into the School Certificate made recommendations for substantial changes in the first four years of secondary education.

The specific proposals for change which are made in this paper are based on a recognition that schooling should cater for the needs, abilities and interests of a wide range of young people staying on beyond the years of compulsory schooling, including the needs of the most talented students. Thus schooling has to find more flexible ways of assessing a wide range of student experience, and to ensure that the curriculum is responsive to community needs in both a local and a national sense. Financial incentives to stay on or return to school should be readily available to all young people as should the opportunity to study part-time if this meets their needs.

On this basis, the paper makes fourteen proposals, focusing on the establishment of a Board of Secondary Education (Years 7-12) which would devise policies and procedures consistent with the necessary flexibility for schools in curriculum and assessment. It proposes also the establishment, wherever possible, of a School/Community Committee for each secondary school which would advise the Principal on a range of educational matters.

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. HUGHES, P.W. 84/AB:60

Review of Efficiency and Effectiveness of the Education Department. Presented to the Chairman of the Public Service Board of Tasmania. Hobart, Tasmania: Centre for Education, University of Tasmania, July 1982 [415p.]

. HUGHES, P.W.

A Summary (as above) [110p.]

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This Review of the Tasmanian Department of Education was commissioned in November 1981 and undertaken by the Consultant, Professor Hughes, with the support of a five-member Review Team. It examines the administration and support services of the Department at both central and regional levels and makes its proposals for a substantial reorganisation (phased in over 2 or 3 years) on the basis of a need to meet the 'stringent and changing needs of the future'. To this end, the Department is seen to need increased capacity to plan well and react quickly in changing circumstances. The need is also seen to shift responsibilities from the Department to schools and colleges.

The main report is in four sections, beginning with an introduction/rationale and going on to cover management issues; the components of the new organisation; costs and implementation. Detailed background information is provided in sixteen appendices. In each main section, the report discusses current structures/processes, identifies main issues, sets out the options and explains reasons for selection of particular options.

The proposals are presented as a package encompassing change in five inter-related areas: the organisational structure of the Department; the management processes; budgeting; providing a single employment structure for all staff; rationalising accommodation. Ten features are seen as being essential to efficient and effective operation. The administration of education should be through a Ministerial department, exercising only those functions which cannot be performed effectively by individual schools/colleges. The Department should be responsible for both schools and TAFE. The structures and processes should be such as to provide clear lines of responsibility; flexibility; adequate support for policy-making and planning at senior levels; effective budgeting and management; the provision of support and services to the system as a whole. The Report also envisages greater participation by teachers in decision-making and the involvement of the community.

On this basis, the report proposes a unit to provide policy advice/options to assist decision-making by the Director-General and the Minister; the replacement of directors responsible for sectors of education (primary and secondary) by directors responsible for areas of management (educational programs; resources; TAFE). It recommends a corporate planning approach to management, involving three cycles: determining strategies (goals/objectives/policies for the system as a whole over a relatively long period); preparing programs (consistent with the strategies); program budgeting. While reducing the number of ad hoc and Standing Committees currently operating, the report commends the practice of involving teachers in policy/decision-making and recommends the establishment of a State Council for Primary and Secondary Education to obtain policy advice from parents and community.

VICTORIA. TECHNICAL COMMITTEE ON TEACHER SUPPLY AND DEMAND (Chairman: Dr Gerald Burke) 84/AB:61

Advice on Planning Teacher Supply and Demand for Schools in Victoria. Melbourne, Victoria: Department of Education/ Victorian Post-Secondary Education Commission, November 1983 [56p. + appendices]

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This report reviews forecasts of requirements for and availability of teacher education graduates for employment in Victorian schools up to the beginning of the nineties. The report emphasises that unpredicted factors, such as budgetary changes affecting staffing policy, can have very large effects on annual requirements. It also shows the effects of possible but unpredicted changes in key variables such as secondary retention rates and the rate of cessation of teachers. Annual fluctuations as large as 40 per cent of estimated requirements for new graduates have not been unusual. These uncertainties indicate a need for policies to promote flexibility in both requirements and supply. The aim of such flexibility would be to diminish the effect on schools, tertiary education and the individual of large unexpected changes.

The report also emphasises that a balance of overall supply with requirements is not the principal objective in planning. It lists a range of other objectives to be considered including: the need to staff schools in all areas with appropriately specialised teachers; the need to maintain quality in teacher education; the need to encourage participation in post-secondary education. The report also notes that adjustment to intakes in teacher education is not the only means of adjusting the relation between supply and requirements. It is clear too that the dangers of keeping numbers in teacher education 'too low' are much more of concern than having numbers 'too high' - especially if various aspects of flexibility can be developed.

A range of projections of requirements and supply of new graduates has been presented. The comparison of supply and requirements shows that the differences at post-primary level are relatively small. The comparisons for primary schools do indicate the likelihood that the number of new graduates in primary teacher education in the late eighties will be well below estimated requirements.

The report lists a number of policy options to be considered for achievement of planning objectives; e.g. adjustments to intakes to teacher education; lengthening of the primary teacher education course; variation in the provision of leave for teachers; provision of scholarships for particular subject specialists. There is a wide variety of possible combinations of policies. An implication of the report is that it is desirable to prepare estimates of the impact on the range of objectives of any proposed set of policies. A particular policy for immediate review is Family Leave.

The report notes a wide range of deficiencies in data; e.g. we have very little information about either requirements for or supply of subject specialists; we have very little knowledge of the number or mobility of former teachers or graduates from earlier years likely to seek employment.

VICTORIA. STATE BOARD OF EDUCATION 84/AB:62

Staffing Schools According to Needs. Discussion Paper. Melbourne, Victoria: State Board of Education, October 1983 [71p.]

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This discussion paper has been prepared as part of a process of developing policies on the staffing of schools according to need. Its aim is to promote common understandings; clarify key issues; suggest possible approaches and elicit views on priorities and options. The paper outlines the principles on which this system of staffing would be based: the total staff entitlement of a school would be built up from notional categories of specifically identified needs; within State-wide guidelines each school would decide how to use its staff entitlement. The entitlement would be based on explicitly defined criteria and, where possible, on formulae using objective measures. It would include both teaching and non-teaching staff and take into account such aspects as the school administration; the teaching program; particular problems; the need for specialist services; the characteristics of students.

The paper goes on to discuss the key issues raised by these concepts; the current policies and practices; ideas for implementation; priorities. Discussion and responses to the paper will be a major determinant of future direction.

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BEARE, Hedley* and Gerald BURKE** 84/AB:63

Stop Building Schools Which are Schools Which are Schools: Some Economic Aspects of School Building Construction in Australia. A paper prepared for the OECD Program on Education Building (PEB) seminar, Adelaide, May 1983 [35p.: mimeo]

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This paper sets out to challenge the unthinking reproduction/replication of school buildings throughout Australia, designed precisely for particular educational purposes and unlikely to be useful for other purposes. The first sections of the paper consider present practices, involving as they do difficulties of planning for changing enrolment patterns and trends; escalating costs; problems of surplus or inadequate space.

Section IV of the paper considers some new approaches, questioning assumptions that each neighbourhood needs its own schools at different levels; that each school requires access to a certain standard set of

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amenities for its own use; that schools and their grounds should be single purpose; that the school day and the school year should be more or less identical throughout Australia, leaving buildings and facilities unused for substantial periods of each day and year. The paper concludes with sixteen specific proposals which could transform the financing of school building, possibly save millions of dollars and improve the reliability of planning as well as the educational process.

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AUSTRALIAN EDUCATION COUNCIL (AEC) 84/AB:64

The 1983 Cost Study. The Comparative Capital Costs of Australian Schools. Canberra: AGPS, 1983 [77p.:

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This up-dating of a 1978 study was commissioned by the AEC to measure current norms for school building areas and costs in the context of changes in school building requirements and building regulations. It uses a two-stage methodology covering 138 schools. The report analyses costs and areas of 24 complete new schools in Stage 1 and 114 partial school building projects in Stage 2.

Its findings indicate a reduction in building costs since 1978; high levels of user satisfaction; little correlation between quality and cost, quality depending mainly on good design. The report concludes by identifying a number of areas for further study.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 84/AB:65

Australian School Statistics. First Edition, January 1984. Canberra: Commonwealth Schools Commission, 1984 [81p.]

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This is the first of what is intended to be an annual series of statistics relating to schools, drawn from the Commonwealth Schools Commission's (CSC) own information and from ABS. It includes information set out in table form on students, staff, schools, CSC programs, education finance, young people post-school, population and school term dates. There is a short summary of 'highlights' at the beginning of each section.

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FORDHAM, Adrian M. 84/AB:66

The Context of Teaching and Learning. ACER Research Monograph No. 21. Hawthorn, Victoria: Australian Council for Educational Research, June 1983 [135p.]

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This book reports on the first phase of the Classroom Environment Study: Teaching for Learning Study in Australia, which is part of an international study of teaching and learning being undertaken by the International Association for the Evaluation of Educational Achievement (IEA). A sample of teachers in Victorian schools was surveyed by questionnaire in 1980 in order to examine management and instructional practices which influence student learning. This phase of the study indicates in its findings only the range of teaching practices that occur in Australian classrooms at different levels of schooling, and not which practices should be noted and followed.

. See also longer summary in ACER Newsletter, No. 49, November 1983

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DESCHAMP, Philip and Anne MARKEY 84/AB:67

Weak Readers in Primary Schools. Discussion Paper No. 18. Perth, W.A.: Research Branch, Education Department of W.A., 1983 [78p.]

Weak Readers in Secondary Schools. Discussion Paper No. 17. Perth, W.A.: (as above), 1983 [94p.]

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These two publications report on research studies undertaken in Western Australia to assess the extent of the problem of weak readers in primary and secondary schools; identify factors influencing the difficulties experienced by students; collect information on measures undertaken to help students and make recommendations for further action. Both reports describe the research and the methodology used.

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COLLINS, Cherry, Adrian FORDHAM and Dennis STRAND 84/AB:68

Facing the Secondary School Years: Parents' Thoughts and Choices. Research Report. Canberra: ACT Schools Authority, 1983 [57p.]

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This study, the first of a series focusing on the views of parents, surveyed parents of Year 6 children in ACT government primary schools. Its purpose was to investigate what parents were seeking from schools, how well informed they were about schools and the factors influencing their choice of school for their children. Using mailed questionnaires in conjunction with some open-ended interviews, the study gathered information from about 280 parents with children in 14 government primary schools. Chapter 2 details the methodology and data analysis. The remaining Chapters 3-8 describe and comment on the findings, covering the background characteristics of the parents/families; the considerations and influences in making choice of school; parents' expectations of and views on 'good' schools and 'poor' schools.

The most important criterion of choice for these parents was proximity to the school, with the child's wishes and friends and the quality of the school being lesser influences. In judging the quality of the school, parents placed considerable emphasis on discipline, teacher commitment and a curriculum which offered core subjects as well as adequate choice of other subjects. The implications of the findings for education decision-makers are also discussed in the report.

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HOWE, Jim and Sandra RUECROFT 84/AB:69

Expectations of Catholic Secondary Schools: A Study of Transition Education and Related Issues in Catholic Schools in Western New South Wales. Bathurst, NSW: Catholic Education Office (84 George Street, Bathurst, 2795), 1983 [2 volumes, 500p.]

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This is the report of a comprehensive survey of 13 Catholic schools in Western NSW in 1982, covering the views of 1,353 students (in Years 9-12), 799 parents, 166 teachers and 130 ex-students. The questionnaire canvassed views on basics, job related issues, living skills, discipline, personal autonomy, Christian living, academic studies, leisure and social awareness. Interviews were conducted with principals and careers teachers, with employers, CES officers and students.

Eighty per cent of the parents in the survey reported that they were satisfied or very satisfied with their children's schooling. They saw literacy and numeracy, Christian living goals and discipline as the most important goals of schooling and also the best achieved. Academic and leisure items were regarded as least important by all groups. Students, ex-students and parents saw the biggest gap between 'importance' and 'achievement' in the areas of job related skills, living skills and personal autonomy.

The findings indicate the need for review of schools in a number of areas and the report makes detailed recommendations on curriculum; school structures and organisation; facilities and resources; staffing; pastoral care and interaction with the local community.

HUNT, Janet and Adrian FORDHAM 84/AB:70

Year 10 Students' and Recent High School Leavers' Views of ACT High Schooling. Research Report. A study undertaken by the Evaluation and Research Section of the ACT Schools Authority for the Committee to review education in ACT government high schools. Canberra: ACT Schools Authority, 1983 [220p. + appendices]

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This research study set out to explore the views that ACT students hold on their high schools, focusing on the question: What makes a good high school? and bearing in mind the six criteria used by the Schools Commission in its report Schooling for 15 and 16 Year Olds. Chapter 1 of the report reviews the development of high schools in the ACT and the research into secondary schooling, indicating the dissatisfaction of students and school leavers with characteristics such as impersonal student/teacher relationships; authoritarian discipline; boring or irrelevant curricula and inappropriate aims/goals.

Chapter 2 details the design and implementation of the research study in 1982 and of the two pilot studies which preceded it. The study used five different types of questionnaire covering a wide range of views/attitudes with 1,545 Year 10 students (representing some 61 per cent of all Year 10 government high school students in the ACT in July 1982). A sample of 386 Year 11 students was also surveyed as well as 96 students who had left school between 1980 and 1982.

Chapter 3 provides background information about student characteristics such as sex, aspirations and expectations. Chapter 4 outlines the major problems students believe that teenagers have to face. Student views on the negative and positive aspects of high schools are given in Chapter 5 and detailed in Chapter 6 which focuses on perception of school life, and in Chapter 7 which discusses students' views on teachers and teaching methods. Chapters 8 and 9 focus on student and ex-student views on the curriculum and the choices offered. Chapter 10 looks at the views students hold about the outcomes of their education in terms of further study, work and life in general. The major changes which students would like to see in high schools are detailed in Chapter 11 and the final Chapter 12 discusses the findings in terms of the Schools Commission Report's criteria for a good high school.

Overall, the study found that students had high aspirations, and made occupational choices which showed a high degree of sex stereotyping. Their problems largely related to their schooling, though relationships and future outcomes were also causes of concern. They enjoyed the social aspects of schooling and the variety of subjects offered, but found difficulties in relationships with teachers and sometimes with peers. They disliked aspects of the curriculum which seemed boring or irrelevant. One-third of students found nothing very positive to say about their high schools. On the whole the students agreed with the Schools Commission criteria for a good school, and sought changes in three major related areas: teacher-student relationships, curriculum and discipline policies and practices. They wanted an ordered environment in which to learn, but one which also allowed them participation and some independence.

POWER, C. 84/AB:71

Changes in Satisfaction with High School in South Australia. In Unicorn (Australian College of Education Journal), Vol. 10, No. 1, February 1984 [p.29-38]

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This article is based on a larger report of the South Australian study, Satisfaction with High School (83/AB: 121) and describes the conclusions from the study. It notes that to a large degree the data reflect changes in the socio/economic circumstances of the society and in educational policy during the 1970s. These changes have included increasing levels of youth unemployment and the conversion of academic or technical high schools to comprehensive schools. Improvements in student satisfaction with schooling may have resulted from the reduction of other options for young people, though students still place a strong emphasis on those school subjects seen as important for work. There needs to be much more investigation, however, of the complex factors involved in student satisfaction and attitudes.

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BRADY, Wendy E. 84/AB:72

The evolution of female youth cultures in Australian educational institutions 1898-1983 (Ph.D)

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INSTITUTION Department of Education, University of Sydney

TIME December 1981 - December 1984

PLACE Case Study A - Sydney Metropolitan Region
B - NSW Country Region
C - Sydney Metropolitan Region

This study aims to identify and analyse the historical cultural processes at work in regard to domestic labour and workforce participation in groups of adolescent working-class females, focusing on young women in transition from school to work/unemployment and on young women in institutional and custodial care.

Participant observation, interviews, discussion, oral history and archival research are being used to study friendship groups of adolescent working class girls during Year 10 at school and later as they move into the labour force, unemployment, domestic labour or return to school.

The research is expected to be completed by the end of 1984 and will be reported on as a Ph.D thesis.

CARPENTER, Peter and John WESTERN 84/AB:73

- The Facilitation of Attainment Aspirations. Australian and New Zealand Journal of Sociology (ANZJS), Vol. 19, No. 2, July 1983 [p.305-318]
- Transiting the Aspiration Gap. Education News, Vol. 18, No. 7, November 1983 [p.30-33]

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These articles are a further report on a study of a cohort of Queensland young people in senior school and post-school years (B73, 125; 83/AB:24). The 1,286 Year 12 students in 26 secondary schools throughout Queensland were first contacted in 1978 about their post-school plans; again in 1980 about their experiences in work or higher education; again in 1982 on similar issues. Analysis of the data is continuing.

. The ANZJS article makes the point that the educational attainments of high school graduates are influenced not only by their own aspirations but by other factors or conditions which enable the aspirations to be fulfilled. This does not mean that individuals are passive entities docilely accepting the imprint of social forces, but that their responses to the social forces vary according to their inner dispositions, including their educational aspirations. The variation in responses is particularly marked between the sexes.

Social background has been shown to influence the retention of young people in schooling beyond the compulsory years, but it acts differently for men and women. For men with similar aspiration levels, increases in levels of socio-economic status result in slight increases in the likelihood of entering higher education; for women, there is no such effect. Women, however, do benefit from increases in perceived encouragement, academic self-assessment and academic achievement, particularly if they aspire to higher education. Data from this study suggest that even when educational aspirations have been formed, their realisation, especially among women, is dependent on their own perceptions of their potential and their perceptions of what others expect of them. Such perceptions therefore play a crucial role in educational attainment.

The aspirations themselves are also important, high aspirations resulting in greatly increased likelihoods of entering higher education. Young men and women who reported strong encouragement from others were about three times as likely to enter higher education if they actually aspired to such education.

The paper emphasises the complexity of the process of making decisions for post-school life, involving as it does social origins, prior school achievements, aspirations of students, interpersonal encouragement and academic self-assessment. The particular importance for women of positive aspirations, self-perceptions and encouragement suggests that there is considerable scope in the earlier education processes to improve the chances of women to enter higher education.

. The Education News article makes similar points about the importance of personal aspirations and the sex differences in realisation and attainment.

POOLE, Millicent E. 84/AB:74

Youth: Expectations and Transitions. Melbourne, Victoria: Routledge and Kegan Paul, 1983 [339p.: $15.95]

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This study adopts a life-span framework to investigate how adolescents see themselves and their environments; what their experiences are; what views and values they hold; their expectations, plans and aspirations in relation to their future lives. A life-span approach is concerned with the description, explanation and modification of developmental processes in human life from conception to death. Adolescence or early adulthood is seen as a stage in a life-long process which encompasses at various stages large numbers of different influences on decision-making and choices for the individual. This study focuses on the transitions and expectations of two cohorts of 15-18 year olds.

Chapter 2 provides the background to the study which began in 1972 with two cohorts of adolescents born in 1958-1959 and selected as representative of adolescents in Victoria. Random constant size clusters of students (N=1600) were drawn from a stratified sample of about 30 Melbourne secondary schools. These were surveyed in 1972, 1973 and 1975, using questionnaires and interviews to provide data on such aspects as social class, aspirations, decisions about leaving school, values and attitudes. Analysis of the data focused on experiences and expectations; the development of perspectives and expectations; influences on the decision to leave school; expectations of the future after leaving school. Finally, the findings of the study were considered in terms of the conceptual framework and in relation to key findings which have educational and social implications. Chapters 3 to 6 provide detailed analyses of each of these aspects of the study. The final Chapter 7 summarises and draws out the policy implications.

Students in the study were found to be reasonably satisfied with their schooling and not severely critical of their teachers, though there were variations in expectations and attitudes according to intentions to leave or continue schooling and to type of school. Basically, students wanted opportunities for participation in decision-making, for greater independence; they wanted better school buildings, better leisure and school-linked community resources; they wanted subjects that were relevant and useful to their perceived future needs.

For most adolescents, perceived future life-span possibilities were generally favourable; aspirations, both educational and occupational, were high and optimistic. Schools will need to consider ways of providing insights for students into the parameters of reality under their own control and those social and economic forces over which they have no control. Expectations and values between the sexes reflected traditional perceptions of male/female roles and here also the school has an important part to play in modifying sex role stereotyping. The analysis of the data suggests a need for more adequate and appropriate guidance services for students to help them in making job choices and adjusting to the world of work.

Adolescents, when asked to envisage their future lives ten years hence, revealed sets of expectations which reflected culturally constructed life-span developmental tasks. Over 70 per cent expected to move into adult settings of work, marriage and parenthood.

KING, Susan E. 84/AB:75

Leaving School in the ACT. A Survey of 1979 Year 10, 11 and 12 School Leavers from ACT and Queanbeyan Schools. Research Report. Canberra: ACT Schools Authority, 1983 [135p.]

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This is a much more detailed report of a research study which appeared in summary form in 1981 (B35), outlining the methodology and results of a 1980 survey of 1979 school leavers (Years 10, 11 and 12) in the ACT and Queanbeyan. This report provides significantly more information. It covers the survey and its procedures and then goes on to analyse the responses, providing information and insights on varied aspects of school leaver views and activities.

Among the topics dealt with are student part-time work; reasons for staying at or leaving school; perceptions of level of preparation for a variety of tasks and situations; educational participation after leaving school; employment and unemployment. The final chapter is a discussion of major issues: youth unemployment; school retention; preparation of young people for transition from school.

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HUNT, Janet and Ian WATSON 84/AB:76 #

School Leavers Study

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INSTITUTION Evaluation and Research, ACT Schools Authority, Canberra

TIME 1984 - 1987

PLACE A.C.T.

The purpose of the School Leaver Study is to provide both quantitative and qualitative information about the destinations of students who leave ACT high schools. The study will focus particularly on understanding the decision-making processes which students employ when they are facing important choices about their participation in post-compulsory schooling and will link this with students' background, the resources they have access to and the situations they find themselves in after leaving high school.

A number of high school teachers already gather data about their school's leavers, and one purpose of the study is to co-ordinate these efforts in a systematic way. Teachers will be invited to provide suggestions at each phase of the study and to be involved in interviewing school leavers and interpreting the data collected. In 1984, approximately 850 students will be surveyed, and a sample of these will be asked to participate in a follow-up interview. Further data will be gathered from all the students over the subsequent two years. The findings will be both statistical and descriptive and provide valuable information for teachers. Preliminary findings from the survey will be available in mid-1984 and results from interviews at the end of 1984.

DYSON, Sue and Tricia SZIROM (eds.) 84/AB:77

Leaving School: It's Harder for Girls. Richmond, Victoria: Young Women's Christian Association (YMCA), (139 Hoddle Street Richmond, 3121), 1983 [189p.: $7.50]

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There is a lack of documented information about the situation and problems of young women leaving school. This book puts together thirteen different perspectives on the issues and problems. In the introductory chapter, Sara Dowse outlines a social context within which particular aspects are discussed in later chapters. She points out that though most girls can expect to marry there are increasing rates of de facto relationships, divorce and single parenthood. There is a greater awareness of the need to prepare girls for employment after marriage, but traditional views of 'suitable' female employment persist and, since the suitable employment tends to be in areas where jobs are decreasing, the result is higher rates of female unemployment. Despite the changing family patterns mentioned above, the community is still imbued with the attitude that girls do not 'need' to work in the same way as boys do; that female unemployment is less serious than male unemployment; that it is acceptable for girls to be dependent on their parents for longer. Such attitudes ignore the social and personal needs of girls and are reflected in the difference of views and practice towards female sexuality and male sexuality. There needs to be a comprehensive community education program backed by adequate information on female needs and options.

Shirley Sampson, in The Myth and the Reality, demonstrates how the social stereotype of the female plays a significant part in the construction of handicaps suffered by girls in every definable group within society. Writing on the effects of tdechnological change on young women's employment, Rosemary Wighton and Mary MacLeod look at the effects of word processors and computers on clerical work, banking, insurance and sales/retail jobs.

Education and school experience issues are discussed by Joan Bielski (Girls in Transition), Judith Munro (Education - Some Thoughts) and Alice Day (What's Different about Girls' School Experience?). Wendy Brady and Trisha Moran (They Say We're Bad) discuss the aspirations of young women in Year 10 as revealed by their continuing study of social groupings in two schools, which seems to indicate that girls' aspirations are formed by the social relations they see as important.

Subsequent chapters cover particular social issues: health (Tricia Szirom); homelessness (Kate Harvey); legal issues (Penelope Stratman); girls in institutions (Shirley Castley); women's rights in the workplace (Mary Owen). The final two chapters (by the editors) outline approaches and action which might be taken to improve the situation of girls leaving school. A resource list of organisations completes the book.

AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS
WORKING PARTY NO. 2. REPORT OF ETHNIC LIAISON OFFICER

84/AB:78

Immigrant and Refugee Youth in the Transition from School to Work or Further Study. Canberra: AGPS, February 1983 [49p.]

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This Working Party was established in September 1981 with responsibility for the special interests and concerns of migrant youth in the transition from school to work. Convened by Ms Joan Fry (Ethnic Liaison Officer of the then Commonwealth Department of Education) and including representatives of relevant departments, the Working Party was required to focus on the access of immigrant and refugee youth to existing youth programs; the special needs of these young people; the measures necessary to overcome identified difficulties. Young adults (15-19 years) of non-English speaking background eligible to participate in the Commonwealth Transition Program were the main target group. They included school students as well as school leavers who were unemployed.

Chapter 3 of the report reviews Australian literature on schooling and the adolescent migrant, pointing out that, in addition to the usual factors affecting success in education and employment (such as sex, socio-economic background) competence in English is an important influence in outcomes for young people whose first language is not English. The chapter identifies inadequacies in some existing English as a Second Language Programs (ESLs).

Chapter 4 looks at the education choices facing newly arrived adolescents and the condition in which the choices have to be made: cultural disorientation; separation between home and school; loss of self-esteem; loneliness. The chapter discusses programs/support available and needs; the co-ordination of education resources and services; the factors limiting participation.

Beyond schooling these adolescents face circumstances of high youth unemployment. As a group, young adults of non-English speaking background are particularly vulnerable to unemployment and extended unemployment, particularly females and those who leave school before Year 10. Chapter 5 discusses levels of unemployment, both recorded and hidden, and examines the programs and support provided and needed. It notes that the participation rate for overseas-born youth in programs administered by the Department of Employment and Industrial Relations is consistently below what might be expected on a proportional basis. Moreover, the confusion of courses, programs and allowances for unemployed youth administered by three Commonwealth departments, often involving a range of State departments each with its separate identity and publicity machine, is bewildering to native speakers of English and very much more to the people of non-English speaking background. The chapter also discusses apprenticeship training, adult migrant education and further education.

The final chapter of the report summarises the findings and details the proposals.

YOUNG, Christabel, David COX and Alison DALY 84/AB:79

Report of the Greek and Italian Youth Employment Study. Canberra: AGPS, 1983 [284p.: $13.90]

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This study, funded by the Department of Immigration and Ethnic Affairs, was undertaken in 1980-81 in the Brunswick/Northcote and Oakleigh/Springvale areas of Melbourne (Victoria). It was designed to use the experience of an earlier study of Turkish and Lebanese young people (Annotated Bibliography A43) to provide information on Greek and Italian youth in two areas of Melbourne; specifically to cover the background, schooling and employment experiences of school leavers 15-20 years.

Using the records of schools in the area, the researchers selected three groups of young people - Greek, Italian and Anglo-Australian - numbering 343 in all. Interviews with the young people were supplemented by a basic questionnaire covering demographic and social data as well as a specially designed set of attitudinal questions focusing on work, employment, unemployment and job-seeking.

The first three chapters of the report provide background information, reviewing the literature on Greek and Italian youth in Australia and the information contained in the 1976 Census data. Chapters 2 and 3 cover the experiences and general characteristics of teenage migrants in Australia in education, work and unemployment. Chapter 4 summarises the data on and indicates the importance of ethnic language in participation and identity.

The following three chapters deal with school and workforce experiences and unemployment. Chapter 8 discusses other aspects such as job aspirations and area and sex comparisons. The methodology is the focus of Chapters 9 and 10, and the final Chapter 11 sets out the conclusions and makes some comparisons with the previous study.

This study and comparisons with the previous study of Turkish and Lebanese youth indicate basic and marked differences among the ethnic groups in such areas as where they were born and how long they had lived in Australia; school experiences; the encouragement and advice received on the question of staying at school; job aspirations, sources of first jobs and job mobility. In this study, considerable differences were found between ethnic groups and the sexes in attitudes to schooling, some being more negative than others, but the report notes as a cause of concern that a significant number in all groups reported that they had learnt little or nothing of benefit from school. It suggests the importance of the need for schools to reflect and cater for the socio-economic conditions of their area.

On employment, three findings stand out as most important: the ethnic differences in perceptions of the function of work; the effect of unemployment on the attitudes of those experiencing it; the overwhelming desire of all groups to get a job. Having a job is important to everyone. Among the important factors influencing employment experience were working part-time while still at school and length of schooling. There is evidence also of considerable disadvantage for females in employment opportunities, parental assistance and school experiences. The report concludes with a number of recommendations for action which might help to improve the situation of Greek and Italian school leavers.

HARRISON, Derrick and Michael O'NEIL 84/AB:80

Destinations of TAFE Transition Students: January to June 1982. Fourth Report. Adelaide, S.A.: Youth Bureau, S.A. Department of Labour, July 1983 [54p.]

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This is Part 1 of the fourth and final report of a study of destinations of TAFE students in South Australia (see B56, C68). It is an assessment of the labour market impact of TAFE programs funded under the Commonwealth School to Work Transition Program, judged by the outcomes for participants compared with those of a control group.

All participants in TAFE transition courses (e.g. EPUY, pre-vocational/trade, foundation studies) which concluded in the first half of 1982 were surveyed by questionnaire in September 1982, together with a control group of 530 young people between 15 and 24 years registered with CES. This report details the methodology, presents the findings and discusses the trends and comparisons. Six Appendices provide background information.

Drawing on the detailed records on destinations presented in Chapter 2, the report sees no significant difference overall in the employment distribution of those who enter transition courses and those who do not, though some improvement was seen for females in 1982. Employment rates have declined markedly for all courses between 1980 and 1982, reflecting the deterioration in job opportunities for young people which occurred in that period. Thus more education and training for 'the early school leaver' and those 'at risk' have not improved their competitiveness in the labour market.

The policy assumptions that the problem of youth unemployment and problems at the time of leaving school (e.g. 'at risk', etc.) are problems 'of youth' (i.e. they require more education, direction, guidance, etc.) is erroneous. The situation that most young people face at the time of leaving school or a CAE or a university (i.e. whatever their qualifications) is one of too few jobs in total. The problems of the early school leaver or those with identifiable educational disadvantage are exacerbated by the current employment prospects for youth.

This study found that 31 per cent of employed transition participants (with a predominance of students who attended Vocational Preparation courses) and 21 per cent of the control group were employed part-time. In both groups the ratio of females to males employed part-time was of the order of 2:1. Of the 179 Vocational Preparation participants surveyed in the first half of 1982, 69 or approximately 40 per cent, were engaged in retail sales or customer contact courses. The indications are that the impact of technology in this area will cause a further marginalisation of the workforce. These findings raise questions of the rationale for many of the transition programs.

It was found that young people who had experienced the longest periods of unemployment tend to drop out of courses to a greater extent than others and continue to experience greater difficulties in securing employment whether or not they complete the course. Previous reports in this series have highlighted this observation.

PRAETZ, Helen 84/AB:81 #

Part-time Work and Teenagers: A Literature Review. Melbourne, Victoria: Victorian Institute of Secondary Education, 1983 [mimeo: 19p.]

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This is part of a study being undertaken by VISE to examine the impact of economic and structural factors on teenagers' participation in the part-time workforce and to investigate the characteristics and perceptions of the participants. This paper reviews what is known about teenage participation in part-time work, setting it, first, in the context of declining opportunities for full-time employment for teenagers during the 1970s at the same time as part-time employment was increasing, particularly for females. Despite this growing trend to part-time work, there has been relatively little analysis of the nature and extent of the participation and of the role that part-time work plays in the transition from youth to adulthood. Yet there is a widespread view that such work is beneficial and various program proposals are being based on this assumption.

The literature shows that the teenage part-time labour market differs from both the full-time teenage labour market and the adult part-time labour market. Teenagers working part-time work for a few hours per week and engage in a restricted number of unskilled occupations. Females are more numerous than males and work in an even more limited range of unskilled jobs than do males.

Looking at the growth in part-time work, the paper finds this to be the result of a complex interaction of factors which include wage levels, unemployment rates, school participation levels and changes in technology and work organisation.

Little information is available on the characteristics of teenage part-time workers, except that full-time school students are heavily involved. Students from non-Catholic non-government schools participate about 30-40 per cent less than do students from government and Catholic schools; more Australian born than overseas born males and females are in part-time work.

Little also is known about the reasons teenagers give for participating in the part-time workforce, though work experience, the availability of the work, financial independence, the lack of full-time employment have all been suggested as reasons in various studies.

The costs and benefits of part-time work have also been inadequately researched in Australia, though a series of studies in the US has been undertaken to consider the effects of part-time work on teenagers' psychological and social development, educational plans, values, achievements and health. The paper outlines some of the results of this research. However, there are important differences between the US and Australia in most aspects of this participation.

The study, of which this literature review is a first part, is designed to fill in some of the gaps in information about and understanding of teenager participation in part-time work.

AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS 84/AB:82

Youth Policies, Programs and Issues. An Australian Background Paper prepared for the Organisation for Economic Co-operation and Development. Canberra: Department of Education and Youth Affairs, October 1983 [290p.]

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This comprehensive review of policies, programs and issues affecting young people was prepared as a background briefing document for the OECD team visiting Australia in November 1983.

Chapter 1 is intended to describe the social and economic changes which form the context within which policies for young people are being developed. It points out the multicultural nature of Australian society; changing family patterns and social relationships; technological change and its impact on industrial structures and patterns. It provides an overview of the attitudes and views of young people on a variety of topics and educational and social issues, and concludes with a brief account of new directions and policies in government.

Chapter 2, dealing with formal education, describes first the administrative and financial framework of education in Australia, policy developments and objectives. It provides detailed information on retention and participation in secondary education and the social differences associated with this, with school achievement and with access to higher education. It delineates important issues to be addressed as those affecting structures and concepts of education: curriculum reform; the interface between employment and education; access to higher education, and recurrent education.

Chapter 3 analyses the labour force experience of young people, indicating the discrepancies and gaps in the statistical information available. It outlines recent developments in labour markets and in youth labour markets: levels of participation in the workforce; patterns of full- and part-time employment; changing and declining employment opportunities; levels, duration of unemployment and of hidden unemployment. It discusses the demand and supply factors behind the changing patterns, and draws out of all this detailed analysis the issues and questions which will affect future prospects.

Chapter 4 is a comprehensive overview of employment and training policies and programs in Australia. Beginning with an historical outline of labour force policies and programs, it describes programs to develop the quantity and quality of skills (apprenticeship and trade training, etc.); programs providing greater access and equity to employment and training for disadvantaged groups (such as employment subsidies, job creation, community based programs); the Commonwealth Employment Service. For each of these areas, the Chapter identifies and discusses the issues arising and the final section draws these issues and questions together.

The final Chapter 5 describes clearly and in detail all the relevant Commonwealth income support policies and programs and discusses the issues inherent in these. It notes that responsibility for allowances of various kinds lies mainly with the three Commonwealth Departments of Social

Security, Education and Youth Affairs and Employment and Industrial Relations. It provides information on outlays and numbers involved, and goes on to describe the major programs: Unemployment Benefit; assistance to families; TEAS; Secondary Allowance Scheme (SAS); Transition and pre-apprenticeship allowances. Discussing the issues, the Chapter indicates the complexity of the income support structure and raises the equity considerations which are inherent in differing levels and conditions of allowances. The concluding section makes some proposals for change in the direction of a more coherent and less complex system of allowances for young people.

Each chapter provides references and a considerable detail of statistical information in the form of tables, graphs and, in the case of Chapter 5, tabulated descriptions of program allowances and the conditions attaching to them. A synopsis of the whole report is given for the convenience of readers at the front of the volume.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND YOUTH AFFAIRS and DEPARTMENT OF SOCIAL SECURITY. SOCIAL WELFARE POLICY SECRETARIAT 84/AB:83

Income Support for Young People. A discussion paper prepared by the Office of Youth Affairs and the Social Welfare Policy Secretariat. Canberra: AGPS, 1984 [125p.]

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Income support arrangements for young people have been attracting increasing attention in recent years. This paper looks at some major issues involved and discusses possible future directions for reform. It draws attention to the fact that, while its focus is primarily on Commonwealth income support programs which provide direct cash assistance for young people (15-24 years), the important roles of welfare and other services provided at Commonwealth, State and local government levels and by community organisations should not be overlooked. The growing interest in income support arrangements has been stimulated in recent years by government and community concern in a number of areas: the low participation rates in post-compulsory education, particularly for disadvantaged groups; the low levels of education and of training of young people entering the workforce; high youth unemployment and the prospect that this will continue under the force of technological and industrial change. Out of these concerns, the Commonwealth Government has initiated the Participation and Equity Program (PEP) for schools and TAFE (see Newsletter, November 1983, p.32-44) as an important component in the overall framework of youth policies. Income support is another important component in such policies. This paper is produced as a basis for a public discussion of the principles, issues, options and priorities which will contribute to the development of government policies.

Chapter 2 outlines current arrangements, discussing the programs in the categories of those which provide payments directly to young people (such as Unemployment Benefits and TEAS) and those providing assistance to parents (such as family allowances). Further details are given in Appendices A and B.*

* See also Clearinghouse Newsletter, August 1983, Part 2, p.48-53 and 84/AB:

The pressures for change, including those mentioned above, are discussed in Chapter 3 along with some of the more important proposals for youth allowances and for changes to existing programs. Chapter 4 identifies four main principles which could underlie changes in the income support structure for young people. In brief, these are that the income support arrangements should be simple, consistent, easily understandable and equitable; should provide adequate financial support for all young people in need; should address the needs of disadvantaged groups and provide incentives for young people to participate in a comprehensive range of improved opportunities in education, training and employment; should recognise the growth of independence and self-determination for young people moving into adulthood, while not ignoring the responsibilities of the family. Finally, policies on income support for young people must be considered in the context of wider policies, priorities and financial constraints.

Against this background, Chapters 5 and 6 consider the issues and the options; and form the main substance of the paper. Among the main issues discussed in Chapter 5 are the complexity of present arrangements with their differing eligibility, rates, income tests and taxation treatments; the adequacy of unemployment benefits and education allowances, particularly where these have to cover accommodation/housing expenses; the equity of the arrangements which differ so widely in their rates and conditions; the problems arising from different recipients for different assistance (the young person or the family). The question of differing incentive/disincentive effects on education participation for the different programs is elaborated, along with differing tax treatments and the level of priority which should be accorded to young people, given the needs of other groups in the community.

Chapter 6 presents four packages of options for consideration and discussion. It points out that the inter-relationship of the issues and the conflicts between many of them preclude easy solutions. In particular there is a tension between seeking to increase incentives to education participation and ensuring adequacy of social security payments. The development of options therefore is an exercise in balancing priorities.

The four packages presented contain options: to provide greater consistency between Secondary Allowance Scheme (SAS) and TEAS, and between these and Unemployment Benefits; to simplify education and training allowances into a structure of age-related allowances including an option to give greater independence to students from age 21; to integrate education and social security payments; to increase rates of education allowances and unemployment benefits. For each package a number of specific options are listed and each is discussed in terms of advantages and disadvantages and of the implications for structures. For each also, estimated broad orders of magnitude of the gross costs are given.

The final section of Chapter 6 (and of the paper) provides an overview of the options, pointing out that those presented are not exhaustive; nor are they mutually exclusive. Some of them could be introduced relatively simply; others in stages. Many of the measures needed to reduce complexity and encourage further education participation would involve significant costs or major structural changes. To be useful, discussion must focus not only on the options which are feasible and desirable for young people and Australians generally, but also on the priorities to be accorded to one option as against another and to income support for young people as against other social and government priorities.

HOLMES, G.A. 84/AB:84

The Cost of a Youth Guarantee in the Ballarat Region. Prepared for Community Action for Youth (CAFY) and funded by the Victorian Transition Education Advisory Committee (TEAC). Ballarat, Victoria: School of Business, Ballarat CAE, 1984 [11p. + appendices]

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This report attempts to establish the cost of introducing a Youth Guarantee Scheme in the Ballarat region and in so doing contributes to current discussion and analysis of a national scheme of youth allowances. Ballarat, economically dependent on 'smoke stack/tariff protected' industries and faced with a decline in apprenticeship opportunities, has a higher than national average rate of youth unemployment, with 35-40 per cent of 15-19 year olds unemployed in March 1983 and 36.5 per cent of these seeking work for 6 months or more. Few of the unemployed are in training programs. These are the circumstances which have given rise to CAFY and a number of other committees concerned with the future of the economy, unemployment and education needs, and which have prompted this study of a youth guarantee.

The study envisages a minimum guaranteed income for young people aged 16-18 years, engaged in education or approved work training programs: $2500 per annum at age 16-17 and $4000 for those aged 18 years. These amounts would be reduced by $1 for every $2 of income earned. Such a scheme would remove present barriers to and encourage participation in education or part-time work or a mix of both.

The report attempts to assess the cost of current schemes of income support for youth as a basis for comparison, estimating that current government expenditure on youth aged 15-19 in Ballarat is about $8,240,000 per annum of which $7,525,000 is contributed by the Commonwealth. Analysis of these expenditures in terms of allowances paid to young people, to employers and to parents and again in terms of expenditures on various types of programs/allowances leads the report to estimate direct income support for 16-18 year olds in the order of $4.5 million.

The costing of the youth guarantee set out in the report takes into account the estimated expenditure on the guarantee, minus current expenditure, changes in administrative costs and increased education/training costs. This analysis indicates an increased cost for a youth guarantee of between $7 and $11 million. These increases need to be evaluated against the potential long-term advantages of reducing the impact of unemployment and increasing the education/training of young people.

In addition, such a youth guarantee would need to be seen as part of a comprehensive youth policy which would include not only the youth allowance but also alternative education programs; rationalisation of apprenticeships/training schemes; work programs that develop skills and work habits of long term value to both participants and the community; adequate social/welfare support. The benefits could well include a more skilled and adaptable workforce and a smaller group of unemployed young people suffering the effects of low self-esteem, loneliness, helplessness, depression and boredom.

MILLER, Paul W. and Paul A. VOLKER 84/AB:85

On the Determination of Occupational Attainment and Mobility. Discussion Paper No. 66. Canberra: Centre for Economic Policy Research, March 1983 [31p.]

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The issue of segmentation of the labour market has attracted considerable attention in recent years. It is postulated that the labour market is divided into two sectors: primary and secondary. The first comprises the 'good' jobs: high wages, good conditions, employment stability and equity; the second, the 'bad' jobs: low wages, poor conditions, vulnerability of employment, little opportunity for advancement. Research into segmentation is important to further understanding of the effects of government policies/programs and of the predicament of disadvantaged groups.

This paper addresses questions which have been left largely unanswered by previous research: What determines assignment to particular occupations or sectors? Do determinants differ for males and females? Is there mobility between segments? Does additional education assist such movement?

Sections II and III of the paper briefly outline the nature of previous research into occupational attainment. Section III deals with the data used which were derived from a survey conducted for the Social Mobility in Australia Project in 1973 (referred to as ANU 1973) by the Department of Social Sciences, RSSS, at the ANU. This used a stratified random sample of men and women aged 30-69 years in private dwellings in Australia: 4,939 individuals (3,166 males, 1773 females). Major emphasis in the survey was in setting up a data base which would allow social mobility to be investigated.

Section IV, Modelling Occupational Attainment, examines the determinants of individuals' first job type and goes on to relate first jobs to subsequent occupations in the four time periods: pre-1929, 1929-39, 1940-48, 1949-73. The analysis uses multinomial models of first and later jobs, taking into account such variables as parents' education levels, locality, birthplace, parents' occupation and individual education level.

Section V discusses the ranking of occupations. Two separate criteria are used to establish rankings: status attainment scores and income. On status attainment scores, the ranking was: professional and technical, administration, farmers, clerical, sales, transport, trades and services. For income, ranking was: administration, professional and technical, clerical, services, sales, transport, trades and farmers. The difference between the two rankings is marked and reflects the broader spectrum of occupational characteristics canvassed in deriving status scores. The difference is also useful in providing a firm basis for comparison of alternative predictions.

A major finding of the paper is that over time mobility between occupations is very substantial. It does appear possible for individuals to educate themelves out of a particular job type. In addition, the acceptance in the paper that ordering among occupations may in fact exist casts doubt on earlier studies which have adopted an unordered approach to modelling.

WILLIAMS, Claire* 84/AB:86

The Work Ethic, Non-Work and Leisure in the Age of Automation. Australian and New Zealand Journal of Sociology, Vol. 19, No. 2, July 1983 [p.216-237]

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This survey of 944 Telecom employees in Queensland (mainly technicians and 98 per cent of them male) was undertaken in 1980 to examine the attachment to the 'work ethic' and the potential for increased leisure in the light of micro-processor and micro-electronic technology and within the context of the history, nature and meaning of paid work in Western capitalist societies. The study found these highly skilled workers to be intensely bound to paid work, though there seemed to be a lower attachment among those aged 51-60. There was evidence of a values shift of some magnitude occurring to weaken commitment to work in the longer term and a considerable interest in early retirement. Responses thus indicated a deep integration into the culture of paid work and the satisfaction it brings, but also a growing recognition that technology may be leading to a world of dwindling work opportunities. In these circumstances concepts of leisure and the use of 'non-work' time become important, and it will be necessary to ensure that the productivity of micro-electronics is shared equitably in the society.

* School of Social & Industrial Administration, Griffith University, Qld.

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NSW ASSOCIATION FOR MENTAL HEALTH 84/AB:87

The Future of Work. Papers presented at a public seminar on 2 July 1983. Sydney, NSW: NSW Association for Mental Health (Suite 2, 194 Miller Street, North Sydney 2060), 1983 [72p.]

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Each of these seminar papers discusses a different aspect of the current employment and unemployment situation. Professor Ian Webster (Dept. of Community Medicine, University of NSW) reviews the health costs of unemployment, pointing out the long-term nature of the effects of unemployment on young people and looking at some positive responses. Ann Game discusses the restructuring effects of technology on employment opportunities, particularly for women. Traditional jobs and employment opportunities are fast disappearing and the society is faced with an urgent need to break the nexus between work and income: to 'clearly distinguish the right to work and receive an income from the right to a paid job' (see also 83/AB:81).

Gary Moore and George Wells (CYSS Projects Association, NSW), discussing government responses to unemployment, indicate the short-sighted and discriminatory nature of present employment programs and the danger of creating through them a second class community in the society. Even so, the processes of funding tend to rule out those most in need of employment programs and grants: the long-term unemployed. The final paper by Adam Jamrozik (Social Welfare Research Centre, University of NSW), reviews the changes in the labour market which have resulted in youth unemployment and discusses some outcomes and some possible solutions.

MILLER, Paul W. and Paul A. VOLKER 84/AB:88

Unemployment Compensation in Australia. Discussion Paper No. 73. Canberra: Centre for Economic Policy Research, ANU, August 1983 [21p.]

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During the 1970s, most western countries, Australia included, experienced a deterioration in their labour markets which coincided with major structural changes in the various economies and with substantial changes to the unemployment insurance systems. Unemployment insurance, by virtue of this coincidence, was presumed to be a major part of the unemployment problem, distorting the labour market by affecting worker incentives and firms' hiring and firing behaviour. Overseas research has tended to reinforce the conventional wisdom that increases in the weekly benefit-to-wage ratio are associated with increases in 'compensated' unemployment duration. The Australian unemployment benefits scheme possesses a number of distinctive features which should lead to outcomes different from those overseas, particularly North American regimes.

This paper discusses in some detail the administrative framework of Australia's unemployment benefit scheme. It uses the predictions provided by theoretical analysis of the individual's work/leisure choices to indicate the probability of being in various labour market states and tests these predictions by comparing Australian unemployment flow and duration data with data for Canada.

Five characteristics distinguish the Australian unemployment assistance scheme: the benefits come from consolidated revenue; there is no qualifying period of employment; benefits are paid at a flat rate; coverage is not universal, married women for example being excluded; benefits are conditional on a number of eligibility criteria: work test, a waiting period and limitations on earnings. The discussion and graphs indicate that the real level of benefits for single persons has declined since the mid-1970s. The point is made that the impact of unemployment benefits on work incentive depends in part on the ratio of benefits to average wages.

Section III compares the Australian and North American schemes, providing diagrammatic representation of their effects and examining the theoretical considerations behind individual choices. Looking at the empirical evidence of research studies, Section IV identifies some of the problems; in particular, the difficulty of isolating responses to unemployment benefits from responses to structural change, and, secondly, the interdependence of government social welfare programs. This paper therefor adopts an alternative method of comparing gross flow and duration data for Australia and Canada. This comparison suggests that the average duration of unemployment is longer in Australia; that the probability of entering unemployment from employment is greater in Canada and that unemployed workers in Canada exhibit a greater tendency to exit from the workforce than similarly placed workers in Australia. These differences in behaviour are consistent with theoretical predictions of the alternative schemes.

PRESDEE, Mike 84/AB:89

Youth Unemployment and Young Women. Adelaide, South Australia: Australian Centre for Youth Studies, S.A. CAE Magill Campus, 1984 [18p.: mimeo]

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This paper reports a further development of a study undertaken in 1981-82 in South Australia (B67). It compares the experiences of the original group of 13 unemployed young women interviewed in Elizabeth, S.A. with those of 11 unemployed young women interviewed in Bristol, U.K. in 1983.

The paper emphasises that structural changes in the economy, the recession and high levels of unemployment bear with particular severity on young people. For many, the traditional movement from school/education to work, with the adult status this brings, is no longer a reality. What a large number of young people are now experiencing is a prolonged twilight zone between school and work where personal growth and development and normal social relationships become stunted, or even suspended. This period of forced segregation is in fact a 'blocking' of transition from student to full consumer, householder and the status of full adult citizenship - all of which are concomitant with holding a 'proper' job. The result is increased dependence on family or State.

In the U.K., the Manpower Services Commission (MSC) and the Youth Training Scheme (YTS) have been established to deal with school leavers without jobs. Life after 16 now becomes tripartite: higher education; paid employment; training for work discipline followed by either paid employment or, more likely, unemployment. The period of discipline training, controlled not by educators but by controllers of industry, must lead eventually to the problem of what happens later - and it is a problem that affects growing numbers of young people. Unemployed young women are particularly vulnerable, losing the degree of social and financial independence and the option to avoid domestic work as well as the social development accompanying friendship groups. The unemployed young women interviewed in Bristol rarely mentioned their future lives, concentrating their energies on the struggle against isolation and the anonymous absorption into housework.

The paper, in its extracts from interviews, illustrates the feelings of helplessness which characterise these girls in both countries. They were well aware of their disadvantage in a male dominated capitalist society. Young women who are unemployed, single and mothers as well are confronted by community attitudes of resentment based on the myth that they were choosing promiscuity as an 'easy' way of living, supported in their ease by the 'hard work' of those in jobs.

The reality is that there is no evidence of increased promiscuity as unemployment has risen, no general rise in the illegitimate birth rate and even a fall in the number of teenage mothers. For those who have children life is far from easy, trapped as they so often are by shortage of cheap accommodation into living with families and lacking even the acknowledged social status of motherhood.

Women are still considered as 'intruders' into the world of paid work and they are expected to retreat from it, when circumstances decree, into their 'natural' place in domestic work. Much more study needs to be done before the position of unemployed young women is really understood.

GREGORY, R.G., P.J. McMAHON and B. WHITTINGTON 84/AB:90

Women in the Labour Force: Trends, Causes and Consequences. Conference Paper No. 25. Presented at the Conference of Trends in Women's Work,Education and Family Building, Sussex, 3 June 1983. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, August 1983 [76p.]

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This report focuses on two labour force trends in particular: changing rates of female participation in the workforce and relative wage changes between males and females. The introduction provides a brief overview of the relative improvement in the economic status of women as measured by wage share, pointing out that the female share of the wage bill increased from about 18 per cent in 1964 to 28 per cent in 1982, the largest increase occurring between 1969 and 1975. This improvement was due to increased participation in the workforce and increasing rates of pay relative to males.

Section 2 describes some of the changes in female labour force participation over the last two decades, making the points that female participation grew strongly from 36.3 per cent in 1960 to 43 per cent in 1975, hovering since then around 44 per cent; 90 per cent of the increase has been among part-time workers; married women account for all of the increase in the aggregate female participation rate; the participation rate of single women fell until 1974 and has since increased, though mostly in part-time work; most of the increase in the part-time participation rate is associated with teenagers combining education and work; the labour force participation rate of teenage females attending school is now 23.4 per cent.

The report goes on in Section 3 to survey a number of studies of participation rates in Australia, noting the difficulties and inadequacies inherent in the equations and then discussing some of the reasons why economists have done so badly in attempting to explain variations in participation rates of women through time. It discusses three propositions: in Australia, the female real wage has not played a market-clearing role; real wages for females have been above the market-clearing level and, as a result, there has always been an excess supply of female labour; this excess supply is not accurately measured by official unemployment rates which take no account of females not in the workforce who would participate if jobs were available.

Section 4 documents some of the changes associated with the introduction of 'equal pay for work of equal value'. It sees the lack of a clear and large employment response to this wage change as a reflection of the high level of rigid job segregation in the labour market, though it is difficult to measure accurately substitution effects, because of other factors affecting employment such as changes in industry mix (decline, for example, in footwear, clothing and textile manufacturing). Questions generated by such overviews of female labour force activity in Australia indicate the need for more and continuing research in these areas.

BEVEGE, Margaret, Margaret JAMES and Carmel SHUTE (eds.) 84/AB:91

Worth Her Salt. Women at work in Australia. Sydney: Hale and Iremonger, 1982 [453p.: $14.95]

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This book is the product of a Women and Labour Conference held in Melbourne in 1981. In the 31 papers by different writer/participants in the Conference, it embodies the experience, enthusiasm and concerns of the 2,000 or more participants in the Conference. The papers deal with past, present and future aspects of the situation of women in Australia, seeking to understand the mechanisms of social change in history as a means to shaping a better way of life in the future.

The papers are arranged in two sections, more or less chronologically. The first section deals with the situation of women, providing examples of the lives of individual women as well as analyses of changes in crucial areas such as reproduction, education, work and public life. Particular papers deal with the impact of technology, women in paid employment and sexual harassment.

The second part of the book is concerned with women's attempts to alter these conditions either individually or, more often, in groups. Dealing with particular cases and issues, the papers illustrate the long-running struggle of women for personal autonomy and public/political equality. Particular papers deal with birth control, feminism, equal opportunity and equal pay in work.

A short concluding chapter discusses the diffuseness and fragmentation of the women's movement which has tended to weaken its influence. The two Women and Labour Conferences (the first in Sydney in 1978) demonstrate that different viewpoints are not incompatible with concerted action.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. WOMEN'S BUREAU 84/AB:92

Facts on Women at Work in Australia. Supplement to Women and Work Newsletter, Vol. 5, No. 3. Canberra: AGPS, September 1983 [4p. - leaflet]

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This leaflet provides in summary table form information on the female and male civilian population; labour force; employment; unemployment; unemployment rate by State; mean duration of unemployment; hidden unemployment; occupational segregation; CES registrations; earnings.

TURNER, Cynthia and Alyson CLARE 84/AB:93

Women in Large Retail Companies in Victoria. Perspectives on Work Status, Opportunities and Prospects. Monograph in Public Policy Studies No. 10, 1982. Melbourne, Victoria: Program in Public Policy Studies, Faculty of Arts, University of Melbourne and Equal Opportunity Board of Victoria, 1982 [261p. + 10 appendices]

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This is a comprehensive study, using a variety of information and rsesearch data, including a study of the policies and practices in ten retail companies and interviews/surveys of married women, employees, companies and unions. Part-time and casual work was found to be a feature of sales occupations, with casual work predominating. There was a sexual division of labour; women in sales and clerical work; men as storemen and in maintenance. Few women (9 per cent) were found in senior management positions, the reasons given being the demands of the job (tough, aggressive qualities needed) or lack of women's work continuity. Women were seen as being good at jobs involving face-to-face relationships. These comments are indicative only of a wide range and number of findings.

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AUSTRALIA. FEDERATION OF AUSTRALIAN UNIVERSITY STAFF ASSOCIATIONS (FAUSA) 84/AB:94

Equal Employment Opportunity in Universities. Submission to the Minister for Education and Youth Affairs, Senator Susan Ryan, outlining the need for universities to be included under affirmative action provisions of proposed sex discrimination legislation. Canberra: FAUSA, July 1983 [16p.]

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This paper argues that overt and intentional discrimination against women exists in universities, reinforced by the indirect and usually inadvertent discrimination arising from massive hierarchical structures. The paper outlines the results of discrimination in selection, interview and appointment procedures, noting that only 9.8 per cent of women academics have tenure compared with 84.2 per cent of males; 54 per cent females are untenured compared with 15.8 per cent of males. They make up 44 per cent of tutors; 8.8 per cent of senior lecturers and 2.1 per cent of professors.

Positive anti-discrimination measures need to be taken to correct the imbalances, and these can be quite consistent with the principle of university autonomy.

The discussion of the submission is backed by an appendix providing information from an April 1983 survey of untenured academic staff.

# SECTION C

## PROGRAMS

84/C: 24 - 48

CAMPBELL, Jack and Marilyn McMENIMAN 84/C:24

A Comparative Study of Alternatives and Mainstream Courses at Year 11. Canberra: AGPS, 1983 [25p.]

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This study was funded in September 1981 by the Commonwealth Department of Education (now, and Youth Affairs) as one of its National Evaluation Projects for the Commonwealth School to Work Transition Program. It was required to produce evidence on a) what is distinctive about Year 11 'alternative education' courses and b) the extent to which they are giving a better preparation to young people whose employment prospects would not be rated highly.

To ensure some measure of comprehensiveness in data gathering, it was decided to compare the alternative courses with mainstream (traditional) courses on each of five levels of 'reality': intentions, structures to implement the intentions; planned curricula; curricula as experienced by the students, and some immediate outcomes for the students. Data were gathered from five main sources: the literature in Australia and overseas; documents relating to transition prepared by the Commonwealth/State authorities; detailed discussions with transition co-ordinators in Queensland and South Australia; twelve detailed case studies of schools (six each in Queensland and South Australia); interviews with groups of ex-students. Questionnaires and interview schedules were used with 155 students in alternative courses and 253 in mainstream courses; and with 46 teachers of alternative courses and 73 of mainstream courses. The twelve schools were chosen for their differing characteristics.

Sections II to IV of the Report are structured as comparisons: of Aims and Curricula; of the Involvement of Students in the Curricula; of Perceived Contributions Pertaining to Knowledge and Attitudes. Section V summarises and comments on the outcomes of the study.

The study has found that the differences between the alternative and the mainstream courses are fundamental and major. In the alternative courses, the conventional class has been changed into a humane, learning community; their central features have become the co-operative social skills, attitudes and values that students are assumed to need and the creation of social settings where they can be used. There is still uncertainty about the place of conventional subject-matter in the new design, and some programs are more highly developed than others. When judged on their own criteria of catering for young people with poor employment prospects, alternative courses are giving a better preparation (than mainstream courses).

Alternative transition courses are free of many of the constraints under which traditional courses operate: they have small classes and no external syllabus or examinations. They develop close relationships between the students and the teacher/co-ordinator and there is a high level of flexibility and student participation in the content and operation of the courses. The courses are not predominantly work oriented but rather focus on 'the development of survival skills' and 'life-role competencies'. On the whole the transition courses studied were 'striving for a matching of educational environment with individual student needs', and they appear to be succeeding. Student reaction was very favourable.

In contrast, traditional courses are bound by the constraints of syllabus, examination and larger classes, so that there is little scope for student participation or for the development of close relationships between students and teachers. Yet the majority of students in these courses do not intend to go on to tertiary study and might well be better suited by alternative courses.

The Report concludes that the accomplishments of the alternative courses are educationally significant, but they touch very few students. They should be encouraged and extended. A design is suggested involving an exploratory year on entry to secondary school and further provisions in Years 9-11, eventually reversing the current balance between alternative and mainstream courses (provided entry to academic courses in Year 12 were facilitated).

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SOUTH AUSTRALIA. WATTLE PARK TEACHERS CENTRE 84/C:25

Senior Secondary Curriculum Project. Overview. Adelaide, S.A.: Education Department of S.A., June 1983 (Draft). [38p.]

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This provides an overview of a curriculum which is being designed to meet the needs of those senior secondary students who do not wish or need to take studies leading to matriculation. The sixty-four semester units in the course allow students to specialise in areas other than academic subject segregated disciplines and cater for the full range of student abilities. They can be easily slotted into school timetables.

The course aims to develop the student's own capacity to learn independently as well as his/her interests, skills and understanding of the society. The units fall into two categories: general units such as expression/communication, work/leisure, human environment; specialist units such as animal production, commercial food processing, drawing, electricity, photography. Each unit has its own booklet. The overview provides course models and discusses aims, adaptation and assessment.

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QUEENSLAND. DEPARTMENT OF EDUCATION. SECONDARY EDUCATION PROJECT (STEP) 84/C:26

Social and Community Studies. Brisbane, Queensland: STEP, Department of Education, February 1984 [115p.]

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This is a course in social education designed for students of average or below average ability in Years 11 and 12. It sets out to enable and encourage students to participate in their own learning, to enlarge their experiences and develop their self-confidence. The work program comprises semester units in these topics: Your Rights and Responsibilities, Earning and Spending, Recreation and Your World, Issues that Affect You.

QUEENSLAND. DEPARTMENT OF EDUCATION. DIVISION OF TECHNICAL AND FURTHER EDUCATION. CURRICULUM BRANCH 84/C:27

Life Skills: Communication Skills, Social Skills, Human Movement. Brisbane, Queensland: Curriculum Branch, TAFE Division, Department of Education, September 1983 [81p.]

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This paper is in two parts: Part A providing a rationale; Part B, the course structure and syllabus. The Life Skills course has been developed to meet the needs of young people in a context of social and technological change, helping them to develop the necessary flexibility, adaptability and problem solving skills.

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WALLIS, Len 84/C:28 #

A Comparative Study of Secondary School Provision for Post-School Experience between West Australia and Hampshire. Interim report on Western Australian experience [21p.: mimeo]

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INSTITUTION St Luke's School, Hyde Park Road, Southsea (PO5 4HL), U.K. (Hampshire Education Authority)

TIME 1983 - 1984

PLACE Western Australia and U.K. (Hampshire)

This study aims to compare responses to the changing educational needs of students in the two systems: Western Australia and Hampshire. The project is in three parts: 1983, involving the experience of teaching in a secondary school in Western Australia; 1984 providing a similar study in Hampshire, together with a final report and conclusions.

The interim paper outlines perceptions of developments in Western Australia in the area of transition education and includes some brief illustrations of the implementation of programs at particular schools.

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BAKER, Patricia 84/C:29

St Ursula's College, Kingsgrove. Transition Education 1983: Profiles, Issues and Directions. Kingsgrove, NSW: St Ursula's College, 1984 [104p.]

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This review of the 1983 Transition Program outlines the background and provides information on student composition and on the views of students, parents, ex-students and employers. The final two chapters discuss the issues and future directions.

VICTORIA. BRUNSWICK SECONDARY EDUCATION COUNCIL (BRUSEC) 84/C:30

BRUSEC Equal Opportunities Project. Report 1982. TEAC funded Project. Report No. 1. Melbourne, Victoria: Transition Education Advisory Committee, 1983 [69p.]

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This project, involving six secondary schools in the Melbourne inner suburb of Brunswick (a working class area with a high migrant population), developed from an earlier study of school leavers which showed that the rate of unemployment for female school leavers was significantly higher than for boys (832).

The report begins with an outline of three elements important to the project: the deliberate creation of a vocabulary to 'name' women's experiences; extending concepts/definitions of work to include listening and caring roles; networking through contacts between the schools and with the community.

Section 2 discusses in some detail the project aims and implementation. These have included working with teachers; making Equal Opportunities initiatives self-sustaining in schools; widening girls' life options; increasing girls' self-esteem; countering sexism among boys; raising parent awareness; working with the wider community. Each of these areas is discussed in terms of aims, strategies/activities and dilemmas/issues.

In Section 3, the future directions of the program, building on current initiatives are outlined. Section 4 comprises individual reports by the schools involved. An appendix describes an earlier campaign (not part of the project) to combat sexual harassment.

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VICTORIA. CAREER OPTIONS FOR GIRLS (COGS) PROJECT 84/C:31

An Equal Opportunity Project. Gippsland Career Options for Girls Report 1983. TEAC funded Project Report No. 4. Melbourne, Victoria: Transition Education Advisory Committee (TEAC), 1983 (59p.]

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The COGS Project has developed from a 1981 Schools Commission Project to stimulate greater equality of opportunity for girls in the Gippsland region, where female school leavers experienced greater difficulties in finding employment than did males. Since its funding by TEAC in 1982, the project has worked towards the establishment of Equal Opportunity Committees in the ten schools involved. Within schools, the focus has been on broadening career aspirations of girls and developing their self-esteem as well as on countering sexism in curricula. In the process, an effective network of people interested in the issues has been built up between the schools themselves and with the community.

This report is in five sections covering: the organisation of COGS in schools; what the schools have done; the network; network projects; links with the broader community.

SOUTH AUSTRALIA. EDUCATION DEPARTMENT. TRANSITION EDUCATION UNIT 84/C:32

Transition Education for Girls: Confidence Building for Year 10 Students. Adelaide, S.A.: Education Department, 1983 [57p.]

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This report is part of the project, Improving Chances for Girls, described in previous abstracts (83/C:61). It comprises four sections. The project officer's report outlines the background to the project and the issues which provided impetus. The consultant's report describes the experience of teaching self-esteem lessons to a class of girls and boys in Year 10 at Reynella East High School.

The main part of the report is an outline of thirteen lessons in the course, arranged in terms of aims, objectives, student needs, teacher needs and lesson steps. The final section presents an account of the program by one of the teachers at the school, assessing the effect of the sessions on the students.

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ISEMAN, Kay 84/C:33

Moving Women In. A comparative study of non-traditional education/training opportunities for women in Canada and Australia. A report commissioned by the Advisory Committee on Post-Secondary Education of Women and Girls, Tertiary Education Authority of S.A. Adelaide, S.A.: Tertiary Education Authority, March 1983 [62p.]

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This study set out in 1981 to collect information on opportunities for adult women to re-enter education and/or the workforce, particularly in non-traditional areas. The research collected data from over 80 institutions in the U.S. and Canada. Two centres (one in Vancouver, British Columbia; one in Toronto, Ontario) were chosen for first-hand study in detail since these had comprehensive networks of services designed to aid the re-entry of women into education or the workforce.

The developments studied in Canada include the adoption of affirmative action policies by government and industries; networking by women in non-traditional occupations; the provision of special courses and support services by educational institutions; the establishment of community access programs. These are gradually having an effect. The report gives details of the programs, noting that the most successful of them are different in approach and style from traditional learning programs.

Similar policies and programs could be developed in Australia and the report suggests steps which could be taken.

FOSTER, Victoria 84/C:34

Changing Choices: Girls, School and Work. Sydney, NSW: Hale and Iremonger, 1984 [128p.]

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This book is intended as a resource for people concerned to improve the employment outcomes of education for girls and to enlarge their options. The emphasis in the book is less on theoretical discussion of issues than on providing ideas, practical strategies (illustrated by case studies) and methods of implementing programs. It begins with a foreword by Senator the Hon. Susan Ryan, Minister for Education and Youth Affairs, and an overview of the disadvantage teenage girls suffer in the labour market.

Part 1, Developing a Curriculum for Girls, briefly discusses some issues and approaches to setting up a curriculum in the school setting, covering areas such as examination of the existing curriculum and the factors important in the design and implementation of a new approach. Part 2 examines individual classroom settings, the effects on girls of classroom interaction and the implications for teaching practice. Part 3, Women in the Workforce and Change, describes in some detail a totally integrated program implemented at Maroubra Junction High School in 1982 with 130 Year 10 girls and draws on the experience of this program for discussion of approaches to implementation. In all Parts, case studies are used to illustrate points. The final Part 4 describes the experiences of three students in the Maroubra program for whom it was very influential.

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W.A. EDUCATION DEPARTMENT. TECHNICAL EDUCATION DIVISION. TRANSITION RESOURCES 84/C:35

Sexism in TAFE Transition/PEP Programs. Results of a Workshop held in November 1983 in Mt Lawley, W.A. Perth, W.A.: Transition Resources, Technical Education Division, Education Department, 1983 [28p.]

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This is a collection of papers listing aims/expectations; the socio/economic/political situation for women - how it was, how it is; desirable futures for women; participation and equity programs; constraints; program content; strategies for selection, staffing, non-sexist involvement.

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BARTON, D. 84/C:36

The Target Group. A study of student characteristics in the 1982 TAFE Transition Education Program. Report No. 9. Sydney, NSW: Transition Evaluation Team, Curriculum Services Division, NSW Department of Technical and Further Education, February 1983 [62p.]

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Under the Commonwealth Transition Program, the NSW Department of Technical and Further Education (TAFE) has offered a range of courses for unemployed people aged 15-24 years. Such courses (described in Appendix I) include Work Skills, EPUY, pre-apprenticeship and introduction to trades. They aim mainly to provide an introduction to basic skills, knowledge and attitudes relevant to particular work. This report, part of a continuous process of evaluation, was designed to collect data on the background and other characteristics of the students enrolled in the courses. It is based on responses to a questionnaire completed by 3,900 students in 253 post-secondary transition courses at the time of enrolment in 1982. This information was supplemented by information from 66 course co-ordinators. The survey found that 87.2 of all students were between 15 and 19 years and 94.5 per cent were in EPUY and Work Skills courses. There were more females than males in the majority of course types: EPUY had the highest proportion of females; Pre-Apprenticeship the lowest. In Work Skills courses, both sexes tended to enrol in traditional sex-stereotyped occupational courses.

The Program attracted the long-term unemployed and not the early school leavers. Forty per cent of students lacked any formal school qualifications, but 60 per cent had a School Certificate. About 33 per cent of students had undertaken some form of education/training since leaving school: 16.8 per cent had done a previous Transition Course (44.2 per cent full-time and 38.7 per cent part-time). About 48 per cent of students had no full-time job experience since leaving school and 67.5 per cent had no part-time experience. Among the students 14.5 per cent stated they were born overseas and 14 per cent spoke a language other than English at home; 6.1 per cent were Australian Aborigines; 13.5 per cent reported a physical disability.

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PINCHEN, Suzanne E. 84/C:37

Work Related Curriculum: Clarifying the Field. Clayton, Victoria: Faculty of Education, Monash University, 1983 [34p.]

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This paper attempts to clarify and distinguish between a number of the terms and concepts which have been current in recent years in discussing the relationship between schooling and work. It covers transition education, career education, work education, work experience, work orientation and new careers with particular reference to Victorian structures and investigations.

LOKAN, Janice J. and Meredith J. Shears 84/C:38 #

Aspects of the Importance of Work in the Lives of Australians. Paper presented at the Victorian Institute of Educational Research Annual Meeting, March 1983. Hawthorn, Victoria: ACER, 1983 [mimeo: 26p.]

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This is a further paper reporting on the Work Importance Study (WIS) in Australia (see also Annotated Bibliography D1 and Abstracts B113, 83/C:44). It describes the aims, origins and scope of the study, gives a brief overview of the literature reviews and discusses the components of a model of the importance of work and the instruments developed to measure the components. The remainder of the paper discusses some preliminary results gathered by use of the instruments.

The Values Scales measured sex, course, socio-economic and ethnic differences, indicating fairly stereotyped responses for sex and ethnicity along the lines that might have been expected on the basis of previous research studies. Some differences in values were also found between those from lower status backgrounds and those from higher status groups. Though all these results are preliminary and tentative they do indicate that WIS instruments will be valid for some counselling and guidance purposes. In the longer term, the study may produce instruments of wider application as well as contributing to an understanding of people's values in a changing society.

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PRYOR, Robert 84/C:39

Supplement No. 6 to the Manual for the Work Aspect Preference Scale: Occupations Finder. Sydney, NSW: Central Planning and Research Unit, Department of Industrial Relations, February 1984

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This Occupation Finder contains lists of occupations in each dimension of the Work Aspect Preference Scale (WAPS) (see Annotated Bibliography A20). The data are based on rersearch studies in vocational developoment or psychometric literature.

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KABLE, J.C.* 84/C:40

Decision-Making: The Key Skill. Rydge's, January 1981 [p.61-63]

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This and a number of other papers by the same writer describe Decision Perception Analysis (DPA), a technique being used to measure the decision-making preferences of people and the decision-making requirements of jobs. On the basis of these measurements, people can then more effectively be matched to jobs, so developing higher levels of job satisfaction for the individual, and higher productivity for the organisation.

The rsesearch began in the Department of Management, Queensland Institute of Technology, about 1974 in the measuring of the preferences of school leavers in an effort to place them in jobs where there was some chance that they might enjoy their work. Many thousands of DPA test results have since been analysed. Results, though variable, have been impressive where the technique has been properly introduced and monitored.

* Head, Department of Management, Queensland Institute of Technology

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MILLER, John, Bryce TAYLOR and A.G. WATTS 84/C:41

Towards a Personal Guidance Base. A Project Report. London, England: Further Education Unit and National Institute for Careers Education and Counselling (jointly sponsored by the Hatfield Polytechnic and the Careers Research and Advisory Centre), March 1983 [61p.]

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This report focuses on the organisation of guidance provision within Further Education colleges in the U.K. and is directed mainly at decision/policy-makers in colleges and local education authorities. In discussing provisions of guidance, it also explores the concepts involved in guidance and in a Personal Guidance Base. A personal guidance base is seen as being a place which young people can visit when they need help and come back to when necessary - a guidance centre with a focus on learning and on progression which would collaborate with other relevant agencies and express the special role of Further Education.

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BYRNE, Eileen 84/C:42

They Took Away the Sky - Girls and Women in CYSS. Report to the Federal Minister for Employment and Industrial Relations

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The Task Force set up in 1981 to review the Community Youth Support Scheme identified young women, ethnic youth and Aborigines as three groups among the unemployed suffering particular disadvantage. Following this and community pressure, the then government allocated $34,000 for investigation of each of the three areas. This report deals with the study commissioned in February 1983 'to evaluate whether the CYSS programs are meeting the Government's objectives for the Scheme with respect to young women and to recommend ways of improving the Scheme'. In the allotted time span of six months, the study was required to focus on Queensland but to take full account of the national scene and the experience of other States.

The complexity of the subject, together with the constraints of budget and of time, implied qualitative rather than quantitative approaches to the study, using questionnaires, visits and other documentation. The detailed study of the 31 Queensland centres, of which 20 were visited, was complemented by successive written approaches to Chairmen of Management Committees and to Project Officers throughout Australia, together with limited direct consultations in Sydney and Melbourne. Three levels of data were sought: on the current provisions; on problems and remedies; on participants. The study used a number of working hypotheses in its assessments. It assumed that employability skills rather than word or job skills can be transmitted and developed by suitable programs. These employability skills, fundamental to all kinds of work, paid or unpaid, comprise the motivation and ability to turn up for work every day on time; to maintain a personal work schedule and finish a task on time; to get on well with mates, peers and supervisors. The study looked for attempts to encourage these attitudes in girls and young women. Secondly, it looked to see whether programs, attitudes, priorities and decision-making focused on male needs to the detriment of female needs. The research methodology and approaches are detailed in Chapter II.

The report points out that it is unacceptable to regard women as a 'minority group with special needs'. They constitute 50 per cent of the population and are a mainstream problem and responsibility to be addressed by all staff, centres and policy-makers. Secondly, the report emphasises that, contrary to many political perceptions, youth unemployment is a structural change and not a passing phenomenon. Government policies must recognise the need for continuing and adequate provisions for young people in the context of the long-term nature of unemployment (outlined in Chapter 1).

For various reasons (including the fact that funding is based on estimated attendance), the study found it difficult to collect reliable information on numbers of participants; patterns/periods of attendance; sex differences in participation. However, the statistical evidence suggests, and the qualitative material confirms, that CYSS is currently male dominated overall, though there are variations among centres depending on demographic/geographic location; style; leadership and programs; staff and premises. No two CYSS centres are alike and few have

totally comparable clientele. Some centres find it difficult to get girls/women to participate at all; in others they are a minority, mainly coming for particular courses or periods in contrast with males who often use the centres for long periods as social and recreational centres. The figures seem to indicate that females using the centres are older than the 1970s users, many of them the victims of dismissal from employment at age 18. Rural young women are particularly disadvantaged in a variety of ways. Three common elements among CYSS participants emerged: their poorer education and skills; their desire for work; their despair and anger at the hopelessness of their situation.

Examining policies, directions and programs in Chapter IV, the report finds that the temporary, uncertain and changing nature of CYSS (in short-term funding, staff turnover, annual Management Committees, temporary premises) reflects a 'conceptual muddle' about policies and directions, exacerbated by the fact of long-term structural unemployment for which CYSS was not designed. Centres fall into three broad (but not mutually exclusive) groups: 'A' type centres are structured, purposeful, work-oriented; half work/half recreation; mini-TAFE or workpool. 'B' centres are semi-structured, mainly social/recreational but still purposeful and oriented to skills/crafts. 'C' centres are strongly oriented to social welfare, not work-oriented or structured and focus on young people with special problems. Discussing the issues and programs/courses resulting from differing percepticns of role/directions, the report argues strongly that CYSS should focus on basic employability skills rather than on attempts to meet the passing demands of clients. It notes that the single most effective factor in attracting young women is a move in approach from the unstructured to the structured; from the casual to the purposeful; from the social to the course-oriented; that is, providing systematically planned sequential experiences.

Chapter V discusses the temporary nature of accommodation for CYSS, the location of the premises, condition, furnishings and cleanliness. Many were badly located, sub-standard, unclean, suffering the depredations of vandals; many had poor facilities and out-dated equipment, particularly equipment used by girls. The study was able to build up a cumulative picture that high female recruitment is, inter alia, correlated with well maintained and attractively presented premises where staff expected participants to maintain a good standard of cleanliness and respect for the environment. Conversely, there emerged a strong correlation between 'slum' premises and dominance of the centre by unmotivated and overassertive males, with a corresponding low recruitment of girls and women.

The issue of male dominance in CYSS has given rise to some demand for single sex rather than mixed provision in courses, if not in centres. Chapter VI discusses the needs of particular groups of women (rural, isolated, handicapped) and the issues of providing care for children. The report sees argument for the provision of some single sex centres/courses arising from the male-oriented nature of CYSS; sex stereotyped attitudes and provisions; male assertiveness, demands and resentment at any special provisions for females or the inclusion of females in non-traditional courses - a resentment which sometimes finds expression in sexual harrassment and verbal (sometimes physical) violence.

Chapter VII discusses and makes recommendations to improve staffing and staff training, particularly in awareness of and attitudes to the needs of girls/women. Chapter VIII notes the ad hoc composition of

Management Committees; their short (annual) tenure; their dominance by males; their general lack of effectiveness and responsibility in providing assistance and direction; their need for induction and training.

The final chapter pays tribute to the achievements of CYSS, but emphasises that it is impossible for any centre to cover the whole range of need. Sharper targetting may result in better service to those who do come. It also argues that government and community cannot for much longer evade responsibility for longer term, more planned and systematic provision for young people. Action must be taken to prevent employers dismissing young people at age 18 because it is cheaper. Action must also be taken to overcome the inadequacies of State services for young people (youth clubs, youth/community centres, counselling/advice services, recreational facilities) - inadequacies which express political perceptions that the needs are temporary. CYSS must be put on a more permanent basis. Centres should be planned and located according to need rather than, as now, in ad hoc response to local demand. Each centre should have a basic guaranteed grant which could be supplemented according to criteria such as size of catchment; special social or educational needs; single sex provision or special women's needs; rural outreach. Finally, the report recommends that the Department of Employment and Industrial Relations consult with the Department of Education (and Youth Affairs) and other relevant interests on long-term planning of a permanent and professional Australian Youth and Community Service throughout each State.

Throughout, the many quoted comments of project officers and others illustrate the discussion, reaching into the everyday experiences of those faced with the end results of policies and programs and providing insights into attitudes and issues. Recommendations are made in each area and listed in summary at the end of the report. Three appendices provide detailed information on the questionnaire and analysis; the statistical background and the Byrne Attitude Scale - an instrument devised to measure attitudes towards sex roles and towards the roles perceived for men and women in work and home.

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VICTORIAN COUNCIL OF SOCIAL SERVICE (VCOSS) 84/C:43

Changes to Community Employment Program: 1984/5. Directions. Adopted by VCOSS General Committee at their meeting 1/3/1984. Melbourne, Victoria: VCOSS (290/2 Wellington St, Collingwodd 3066), 1984 [5p.: mimeo]

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Criticising the lack of adequate overall planning in the Community Employment Program (CEP), the inequalities of opportunity and the ineffetive nature of the training, this paper makes some specific recommendations on job creation, co-operatives, self-employment and other ventures. It outlines the changes necessary in CEP objectives and guidelines.

AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. 84/C:44
BUREAU OF LABOUR MARKET RESEARCH

Public Sector Job Creation: Interim Report on the Wage Pause Program. Interim Report Series No. 1. Canberra: BLMR, 1984 [193p.]

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The wage pause of 1982-83 provided an amount of $300m., of which $200 million was allocated to a program which would help to reduce unemployment through public sector job creation and which would be directed at those unemployed who were specially disadvantaged. It was intended that the projects initiated by the States for inclusion in the program would be labour intensive rather than the traditional (male oriented) capital works type employment. The development of the Wage Pause Program, its administration and the arrangements in the various States are described in Part 2 (Chapters 4 and 5) of this interim report, which outlines the background to and scope of the program and provides for public interest the early and necessarily incomplete data presently available. A final evaluation report will be published later.

The report begins by differentiating types of unemployment: open (officially recorded); frictional (due to job mobility); cyclical (due to temporary decline in economic growth); structural (due to long term changes in demand/labour-market/methods, and sources of production); seasonal (resulting from regular seasonal factors). Job creation responses will be different for different types of unemployment; for example, providing temporary relief for cyclical unemployment but requiring for structural unemployment a more fundamental approach, providing program participants with skills which will enable them to cope with economic change and/or promoting the development of new businesses and activities. One approach, described as local initiatives for employment creation (ILE), involves providing initial government assistance to projects designed to be permanently self-supporting.

The Wage Pause Program is an example of a targeted direct public sector job creation program, aimed particularly at disadvantaged groups and confined to public sector initiatives. Job creation is intended to benefit individuals by providing work and the community by the work done, the two objectives not necessarily being synonymous or achievable. The report goes on to discuss considerations which influence evaluation of a job creation program: net costs; displacement (of non-subsidised workers); community benefit; benefits to participants; the overall macro-economic and employment level effects.

Chapter 2 outlines previous schemes in the 1930s depression; 1960s drought relief; the Regional Employment Development Scheme (REDS) in 1974 and subsequent developments in the States and local government areas. Public sector job creation overseas is outlined in Chapter 3, covering Canada, U.K., Sweden, New Zealand - all of which indicate the difficulties of such programs, particularly in resolving conflicts between various desired objectives.

Chapters 6 and 7 outline the characteristics of the projects and the placements in so far as the information is available at this stage. The final Chapter 8 draws some tentative conclusions about trends and outcomes indicating some shortfall in numbers of jobs created and only marginal success in reaching the disadvantaged groups aimed at, particularly women. The discussion highlights the difficulties inherent in choosing priorities among such aims as rapid implementation; creating jobs for disadvantaged groups; choosing projects of significant community benefit.

KENYON, Peter 84/C:45

Co-operative, Community and Self-Employment Business Ventures. Policy options for the State Government. Perth, W.A.: State Employment Task Force, December 1983 [202p.]

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Carrying out a 1983 election promise to provide assistance for co-operative business ventures, the W.A. Labor Government appointed a Co-operative Projects Officer to examine initiatives elsewhere and recommend possible policy options and guidelines. This report is the result of this investigation. The first chapter discusses the concept of a co-operative and its essential principles, indicating the range of purposes which can be served; for example, for consumers, tenants, the community, workers. Two models of employment generation co-operatives have attracted attention overseas: Worker Co-operative which limits ownership/control to the workers involved; Community Co-operative, owned and operated by residents in a particular locality. The chapter outlines the historical development of co-operatives and developments overseas in the U.K., Italy, France, Spain, Denmark, Israel, Eastern Europe, North America, Asia and New Zealand.

On the basis of Australian experience, described in Chapter 2, a number of conclusions are drawn, indicating that work co-operatives cannot be used as a youth unemployment strategy involving young people without skills or experience. The effort required to become economically viable and the efficient management behind it are often underestimated. Successful groups are those with inherent cohesiveness and a common ideological commitment, together with appropriate skills. Experience seems to indicate that community co-operatives face serious problems.

In Western Australia, co-operative enterprises have had a long and successful history (outlined in Chapter 3). Even so, they tend to be small, under-capitalised and deficient in commercial expertise and management. Three recommendations are made which could provide support for the movement in W.A.; and Chapter 4 describes a three-part plan for implementation covering purpose, composition, advice/technical assistance, training, staffing, finance and funding. Chapters 5-7 consider other job creation projects: self-employment ventures, community enterprises, social enterprises.

Chapter 8 discusses and makes recommendations on further initiatives to support the program, including bureaucratic support, community liaison officers, education and training, rural initiatives. The concluding Chapter 9 emphasises that community based employment options are to be seen as only one part of a range of policies and action against unemployment. They have a number of advantages in that they act on the supply side of the labour issue; offer opportunity to young unemployed people to become involved in the planning and implementation of their own projects; fill market gaps; enable local communities to do something about unemployment; cost relatively little in government funds. However, it is essential that the State Government is clear about its policies and about what is feasible; and does not expect the program to create the greatest number of jobs in the shortest possible time.

The 22 Appendices to the report provide detailed background information.

GOLDSWORTHY, D. 84/C:46

Job Creation and TAFE Transition. A Discussion Paper. East Perth, W.A.: Transition Resources, Technical Education Division, Education Department, August 1983 [14p.: mimeo]

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Many young people leave TAFE Transition Courses with no prospects of employment. For this reason, TAFE has been exploring the possibilities of young people, either alone or with community support, creating their own employment. This paper sets out to describe recent developments, identify current difficulties and extract the implications for curriculum.

Section 2 of the paper outlines the way approaches to course development have moved since 1982 so as to include some elements of job creation, giving examples of Foundation and EPUY courses. The legal and administrative issues discussed in Section 3 include what to do with money earned on course; responsibility for insurance; advertising and door-to-door selling.

Section 4 emphasises the thrust of the courses primarily as learning experiences which will be of value in the future. It discusses motivating students to 'get started'; business skills and working with others. The final Section 5 lists various kinds of resource material: films, books, organisations, funding sources.

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W.A. MELVILLE CITY COUNCIL 84/C:47

Workforce '80. Youth Employment Scheme. Co-ordinator: Gemma UNWIN. [A Collection of mimeo papers].

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This program originated in 1979 in the concern of the Melville City Council with youth unemployment and was enabled to expand its operations by a Commonwealth grant in February 1983. The program (covering 23 suburbs) undertakes to provide part-time paid employment for unemployed young people aged between 15 and 24 years, at the same time providing a gardening/handyman service to the local community. It also aims to promote relationships between young people and the local community; to help the participants to develop skills, self-esteem and experience; to act as a support, information and referral centre.

The Melville City Council provides office accommodation, financial administration and advice. A Management Committee is responsible for policy and direction and the Centre is organised by a full-time co-ordinator and a part-time assistant. The program attracts a range of young people from those with university qualifications to unskilled workers. Since February 1981, it has assisted 323 young people to part-time work. Since April 1982, 95 participants have left to go on to full-time work.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). DIRECTING COMMITTEE OF THE CO-OPERATIVE ACTION PROGRAM ON LOCAL INITIATIVES FOR EMPLOYMENT CREATION (ILE) 84/C:48

Draft Program of Work and Budget for 1984. (Note by the Secretariat). ILE(83)8. Paris: OECD, 11 April 1983 [5p.]

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The Co-operative Action Program on Local Initiatives for Employment Creation was established in 1982. On the basis of work undertaken since then, the Secretariat has formulated proposals for activities and projects in 1984 as

Activity A - The Economic and Social Role of Local-level Employment Initiatives. Their Role in Generating Employment

Project 1: The Structure of Public Policies to support local-level employment initiatives

Activity B - Information Exchange on Local Employment Initiatives

Project 2: The Operation of an Active Information System, incorporating Case Studies of Successful Initiatives

Project 3: Technical Information Transfer System

Activity C - Local Economies and Employment Creation

Project 4: Evaluation Workshops

Project 5: Reviews of Employment Creation in Local Labour Markets

Activity D - Developing Co-operative Innovation Networks

Project 6: Innovative Networks

Project 7: International Pilot Projects

Activity E - Priority Policy Themes

Project 8: The Role of Large Firms in Supporting Local-level Employment Initiatives

Project 9: The Role of Local Authorities in Local-level Job Creation

Project 10: Effective Technology for Small Firms

SECTION D

PROGRAM MATERIALS

84/D: 18 - 23

NELSON, D., P. WILLIAMS and S. MORISON 84/D:18

Have a Go!. Small income-earning projects in the ACT to supplement the dole. Canberra, A.C.T.: Work Resources Centre Inc., Australian National University, 1983 [25p.]

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This is a guide to small-scale, income generating projects for young people. It describes in simple language the steps involved in low cost, self-employment projects which could bring in income without disqualifying a person from receiving any unemployment benefits. The manual is divided into seven sections: Making Things, Selling Things, Fixing Things, Looking after Things, Cleaning Things, Gardening and Teaching. Each section includes a list of suggestions for possible projects and details of ACT organisations which could provide advice and resources.

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PLAISTER, Robyn 84/D:19

Girls, Mathematics, Science and Careers Resources. Sydney, NSW: Non-Sexist Education Unit, NSW Education Department (35-51 Mitchell Street, North Sydney, 2060) [46p.]

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This resource book developed out of the project 'Increasing the Participation of Girls in Mathematics', funded by the Commonwealth Schools Commission, 1982-83. It consists of an annotated bibliography of resources relating to girls and mathematics and technical or scientific careers. Including both Australian and overseas sources, it covers books, articles, pamphlets, other bibliographies, films and videos, radio and television, kits and posters and reports on education

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NSW. DEPARTMENT OF EDUCATION. TRANSITION EDUCATION UNIT 84/D:20

Transition Education Program. Planning for 1984. Sydney, NSW: Transition Education Unit, NSW Department of Education, July 1983 [20p.]

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This pamphlet for schools describes what is involved in transition education initiatives and offers guidance in preparing proposals.

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NSW. NON-GOVERNMENT TRANSITION EDUCATION UNIT and CATHOLIC EDUCATION OFFICE, CURRICULUM DEVELOPMENT UNIT 84/D:21

. Communicate!. An Approach to Teaching Communication Skills. Sydney, NSW: Joint project of the Non-Government Transition Education Unit (Sydney) and the Curriculum Development Unit, Catholic Education Office (38-40 Renwick Street, Leichhardt, 2040), 1983 [14p.]

This is a guide to teaching communication skills, using examples of real life contexts to meet specific objectives.

. Calculate!. Sydney, NSW: (as above), 1983 [29p.]

This is a lesson-plan guide to teaching basic mathematical concepts by solving problems in real life situations.

. Work Experience Manual. Sydney, NSW: (as above), 1983 (128p.]

This work experience kit is designed to provide suggestions and resources for work experience programs, including ways of evaluating and improving programs and increasing communication between all parties concerned.

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QUEENSLAND. DEPARTMENT OF EDUCATION 84/D:22

Work Experience. Manual for Queensland Schools. Queensland: Department of Education, November 1983 [86p.]

This manual is designed to aid schools wishing to introduce, expand or review a Work Experience Program. Topics covered include a history of work experience and details of work experience in Queensland schools, legal requirements in Queensland, guidelines and implementation of program steps.

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VICTORIA. TRANSITION EDUCATION ADVISORY COMMITTEE (TEAC) 84/D:23

Six of the Best. An Introduction to the Television Drama Series. Melbourne, Victoria: TEAC, 1984 [Notes on a television serial in twelve episodes: 35p.]

This booklet describes the intentions and uses of Six of the Best, a television drama series which aims to present the post-school world as it affects school leavers. Themes covered include employment, the unemployment environment, responsibility, rights and survival.

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SECTION E

PERIODICALS

AUSTRALIA

May 1984

1. Australian Bureau of Statistics, Canberra

   . Population Estimates, Australia, September Quarter 1983, Cat. No. 3219.0, 27 February 1984 [1p.]

   . Digest of Current Economic Statistics. Australia, January 1984. Cat. No. 1305, 9 March 1984 [8p.]

   . Persons Not in the Labour Force, Australia, September 1983 (Preliminary) [7p.]

   . Australian Demographic Statistics, September Quarter 1983. Cat. No. 3101.0, 4 April 1984 [21p.]

   . The Labour Face, Australia (Preliminary Estimates). Cat. No. 6202.0.

      . February 1984 [10p.]
      . March 1984 [9p.]

   . Digest of Current Economic Statistics. February 1984. Cat. No. 1305.0, 13 April 1984 [8p.]

   . Persons Retired from Full-time Work, Australia, September 1983 (Preliminary) (previously Persons Ceasing Full-time Work) Cat. No. 6237.0, 9 April 1984 [6p.]

2. Australian Bulletin of Labour, Vol. 10. No. 2, March 1984 [110p.]

   . Australian Labour Market, March 1984

3. ACER Newsletter. Published by The Australian Council for Educational Research Limited, No. 49, November 1983 [6p.]

4. Australian Journal of Social Issues. Published by the Australian Council of Social Service. Vol. 19, No. 1, February 1984 [76p.]

   . TURTLE, Alison M. and Anne RIDLEY. Is Unemployment a Health Hazard? Health-related Behaviours of a Sample of Unemployed Sydney Youth in 1980 [p.27-42].

   . POOLE, Millicent E. Realities and Constraints: Pathways for Female School Leavers [p.43-59].

5. Australian Rehabilitation Review, 4-83. Disability Advisory Council of Australia (DACA), Vol. 7, No. 4, 1983 [50p.]

   . Further Education for Intellectually Handicapped Students [p.19-24].

6. Australian Society.

   . Vol. 3, No. 3, March 1984 [44p.]

      . MANNE, Robert and Michael JAMES. Head Counting and Higher Education [p.7-12]. Abstract

      . HENDERSON, Ronald. Investing in People [p.27-28].

   . Vol. 3, No. 4, April 1984 [48p.]

7. ASTEC Quarterly Work Report - 1/1984. Australian Science and Technology Council [7p.]

8. The Australian Teacher, No. 7, February 1984 [32p.]

   . ASHENDEN, Dean, Jean BLACKBURN, Bill HANNAN and Doug WHITE. A Democratic Curriculum [p.13-20]. Abstract 84/AB:49

9. Bulletin of Labour Market Research. Bureau of Labour Market Research, No. 9, January 1984 [28p.]

10. Education News. Journal of the Commonwealth Department of Education and Youth Affairs

    . Vol. 18, No. 8, February 1984 [54p.]

      . HARPER, Sally. Public Learning and Private Enterprise [p.18-20].

      . NEAVE, Ruth and Tim ISLES. Why IYY? [p.32-35]

      . PETTIT, David. Governing in an Equal Partnership [p.38-41]

    . Vol. 18, No. 9, April 1984

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13. Justice Trends. Catholic Commission for Justice and Peace, No. 33, February 1984 [12p.]

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19. Connections. The Foundry, 23 Batman Street, Braddon, ACT. Issue No. 5, April 1984 [12p.]

20. Work in Progress. Work Resources Centre, Canberra, No. 5, March 1984 [6p.]

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21. Creative Rural Community. Responses to the Challenge of Rural Life. Australian Rural Adjustment Unit, University of New England, Armidale, NSW, 2351

    . Vol. 2, No. 3, December 1983 [42p.]

        . The aim of this publication is to inform and inspire groups and individuals in rural areas battling with 'community service' issues. Has reprinted Clearinghouse material.

22. The Employers' Review. The magazine of the Employers' Federation of NSW, Vol. 56, No. 2, March 1984 [17p.]

    . The Anti-Discrimination Act in Practice [p.2-4]

23. P.E.P. News. Compiled by The Non-Government Participation and Equity Program (Sydney), Vol. 1, No. 1, March 1984 [9p.]

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25. Units of Work in Career Education. A Project funded by the Non-Government Transition Education Unit (Sydney), December 1983 [32p.]

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    . Abstracts from recent literature relevant to vocational guidance

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31. Action. The Brotherhood of St Laurence, No. 251, February 1984 [4p.]

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